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ABSTRACT

Devised by participants in a summer workshop focusing on writing in the content areas, this guide contains activities for improving writing skills at all grade levels. The various sections of the guide provide the following: (1) a general discussion of teaching writing in all subject areas; (2) ways to use interviews to gather information for use in expository and other kinds of writing; (3) peer interviewing to help develop pieces of writing; (4) useful introductions to group work; (5) journal writing; (6) workshop activities that are adaptable to various grade levels and disciplines; (7) a science fiction unit; (8) lesson plans in observation for all grade levels; (9) ways to teach the use of symbols; and (10) a lesson plan for the building administration. In addition, the guide contains 17 lesson plans for all grades and subject areas. (FL)

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WRITING RIGHT ACROSS THE CURRICULUM K-12

A Summer Cooperative Curriculum Development Project

Writing & Composition Skills

Summer - 1980

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WRITING RIGHT ACROSS THE CURRICULUM, K-12

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Ken Kahn, Project Coordinator

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Preface

Writing Right Across the Curriculum K-12 is the third in a series of writing skills curriculum guides produced each summer since 1978. The focus in this year's effort is on writing in the content areas.

We continue to be indebted to Sheila Schlawin, Bureau of English Education, State Education Department for her yoemanlike efforts in bringing to fruition this curriculum guide. Her unflagging leadership and devotion have continued to inspire the teachers and administrators from eleven districts to come together each summer for more and more of what comes out to be better and better.

These guides, emerging as the product of the fertile minds at work each year, have served a growing number of teachers in developing effective teaching strategies to improve children's writing skills. We hope that BOCES in bringing forth these books will continue to serve as staff development and instructional resources, and that these books will be used effectively by all staff in all our districts.

Ken Kahn

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July 14-15, 1980

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TEACHING WRITING IN ALL SUBJECTS

Foreword

"Teaching writing can help people think better. It helps them figure things out and answer hard questions." (Elbow, 1978)

Research is beginning to indicate that writing aids cognitive development. If this is true, then more teaching of writing and more use of writing ought to take place in every subject in the curriculum, not only for the purpose of improving the student's writing skills, but also for the purpose of improving the student's thinking skills and her or his grasp of the subject content. Perhaps little writing takes place in many cases because teachers think of composition only as the five paragraph expositions they were required to write in their own high school days, or perhaps they think of composition only as poetry or narration. Or perhaps teachers hesitate to teach writing because they believe that teaching writing involves grammar terms and formal rules that they themselves have forgotten. Or perhaps the biggest reason is that the teachers believe that teaching writing will take time away from the content that they are supposed to be teaching.

All of the above reasons or excuses for not using more writing in the content area have little basis in fact. In reality, there are many types of writing other than the five paragraph essay that are important in all subjects. Teachers in each subject should be sure that the appropriate types are included in the instruction. Some examples are note-taking, lab reports, word problems, safety rules, project plans, letters requesting information, thank-you letters to speakers, directions, explanations, captions, labels, records.

Knowledge of grammatical terms is not necessary to teach writing. Instead, especially in disciplines other than English, the teachers should concentrate on such things as the adequate development of content and logical organization. Instead of red penciling every error in the piece of writing, the teachers in other disciplines could circle only the most egregious errors and perhaps misspelling of terms applicable to the particular discipline.

Writing can enhance the understanding of any subject. If we apply Bloom's Taxonomy of Educational Objectives in the Cognitive Domain, we can readily see how this can work.

TAXONOMY OF EDUCATIONAL OBJECTIVES

COGNITIVE DOMAIN[1/]

1.00 KNOWLEDGE
- 1.10 Specifics
  - 1.11 Terminology
  - 1.12 Specific facts
- 1.20 Ways and Means of Dealing with Specifics
  - 1.21 Conventions
  - 1.22 Trends and sequences

1.23 Classifications and Categories
1.24 Criteria
1.25 Methodology
1.30 Universals and Abstractions in a Field
1.31 Principles and generalizations
1.32 Theories and Structures

2.00 COMPREHENSION
2.10 Translation
2.20 Interpretation
2.30 Extrapolation

3.00 APPLICATION

4.00 ANALYSIS
4.10 Elements
4.20 Relationships
4.30 Organizational Principles

5.00 SYNTHESIS
5.10 Production of Unique Communication
5.20 Production of Plan or Proposed Set of Operations
5.30 Derivation of Set of Abstract Relations

6.00 EVALUATION
6.10 In terms of Internal Evidence
6.20 In terms of External Criteria

1/ Bloom, B.S. et. al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, Longmans, Green, 1956, pp. 201-207. Also: Krathwohl, D.R. et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain, David McKay Company, 1964, pp. 186-193.

For example, look at "1.20 Ways and Means of Dealing With Specifics." Many lessons in organization could be taught in connection with trends and sequences of the subject material or the classifications and categories. Think of all the writing that could be done with translation, interpretation, or extrapolation under" 2.00 Comprehension." Obviously, very little could be done with the Synthesis or Evaluation section of the taxonomy without writing of some sort.

Teachers should keep in mind that assigning writing is not the same thing as teaching writing, and that subject teachers should spend time with the students before they write in order to help them generate and organize content and to understand the form that content should take. For example, a lab report and a list of safety rules would have different forms.

It is the intent of this publication to help make the teaching of writing easier in all subjects. The activities developed by the workshop leader and the participants are illustrative of the countless activities that can be developed by individual teachers to suit their disciplines and their own students.

USING INTERVIEWS

Interviewing is an excellent way of getting first-hand information which can be used in expository writing in all subjects, and, indeed, in other types of writing as well, as the workshop participants discovered.

The workshop participants were divided into groups of five people, and each group was given a subject and grade level and asked to develop a five question interview suitable for that subject and grade level. After the questions were developed, each person in that group had to interview five people. The information was then compiled by the group and reported orally to all the participants.

The participants were then asked to suggest writing activities to follow the compiling of the information. The questions and possible writing activities follow:

I. Second Grade Science Class

Approach - The participants assumed that the class was going on a field trip to a florist or nursery.

Questions:

1. What do you do to take care of the plant?
2. Why do you keep flowers in a refrigerator?
3. Why are plants different from each other?
4. Where do seeds come from?
5. How big does a plant grow?

Writing Activities

1. Thank-you letter to florist.
2. A general booklet about home care of plants.
3. Personal writing about his or her learnings.
4. Group report on the results of the survey.
5. Illustrations and captions.
6. Cartoon report on field trip.
7. A report on a specific plant.
8. Role playing - being plants.
9. Poems about plants.
10. Research local plants - Schoolgrounds, backyard.
11. Research exotic plants - relate to geography.
12. Food plants - growing your garden and keeping a written, daily journal.
13. Write a warning list of poisonous plants and make posters.
14. How to use certain plants - arrange flowers, recipes, stationery, make into rope, make a corsage, dry flowers, press.
15. Greeting card using plant.
16. Make packets for seeds, including directions.
17. Inventory plants in your house, in school.
18. Plant column - school.
19. Outdoor plant - daily journal through all seasons.
20. Fiction writing - Ex. accident in nursery; ex. murder mystery with a plant as a clue.

II. Junior High Remedial Writing Class

Questions:

1. What are your three favorite T.V. programs?
2. How much time do you watch T.V. on weekdays, Saturdays, and Sundays?
3. What do you do when you can't watch T.V.?
4. With no limits whatever as to finances, time, space, etc., what would you do if you could do whatever you wanted?
5. Why do you watch T.V.?

Activities

1. A personal essay relating the writer's experiences as an interviewer. Did the writer improve as an interviewer? How was the writer treated?
2. A journal of the writer's T.V. viewing habits and a comparison to the habits revealed by the survey.
3. An essay drawing conclusions from the statistics collected.
4. Development of an outline of a T.V. program that would appeal to the majority of the people surveyed, according to the information collected. The outline might be followed by a script.
5. A description of a day in the writer's life in which no T.V. was viewed. What would writer do?
6. A description of a day in the life of a 12 year old living in 1890. The writer may decide whether the 12 year old lives in a city or in the country.
7. Interviews of senior citizens and a resulting report on their present T.V. viewing habits and also what their recreation was before T.V.
8. Interviews of foreigners to discover their T.V. habits and programs broadcast in other countries and a resulting report. Interviews to discover their reactions to American T.V.

III. Junior High Math Class

The group assumed that the students would be asking the questions of adults.

Questions:

1. How or where are you using math in your everyday life?
2. What areas of math studies in school were most beneficial? Least beneficial?
3. In what areas of math do you feel you need help?
4. In what ways did math education equip you for adult life?
5. How would you improve math education?

Writing Activities

1. A persuasive theme supporting a "back to basics" approach to math.
2. A report on the relevancy of math to everyday life, using the peritinent information from the data chart.
3. A business letter to the publisher of a math series, explaining why the book does not meet the needs of everyday life.
4. An essay explaining ways to improve the math curriculum, based on information on the survey. The writer may act as a math teacher writing to the principal.

IV. Junior High Industrial Arts Class

The group assumed that the students would be asking questions of adults.

Questions:

1. What is your occupation?
2. What is your training?
3. What do you do at work? Describe your job.
4. What do you enjoy most about what you do?
5. How would (does) Industrial Arts help you?

Writing Activities

1. A composition describing how Industrial Arts helps people in their lives.
2. A description of projects the writer would do at home if he or she had the necessary skills.
3. A discussion of the questions used in the interview and possible improvements.
4. A discussion of the following questions:
   Is it equally important for men and women to have Industrial Arts background? Why?
5. A description of the project the writer would make in Industrial Arts class if possible. What materials would be necessary?
6. A discussion of possible careers in industrial arts and the writer's choice if he or she were to choose one.
7. A detailed account of how to interview someone.

V. Junior High School Physical Education Class

The group assumed the students would be interviewing fellow students.

Questions:

1. List your three favorite sports and explain why you placed your 1st choice at the top of the list.
2. If your school could add one new sport, what sport would you add and why?
3. Should gym classes be co-ed? Why or why not?
4. What can you learn from physical education other than how to play a sport?
5. What should you do to keep physically fit?

Writing Activities

1. A column for the school newspaper showing the results of the survey.
2. A letter to the Board of Education to request possible changes in the curriculum.
3. Interviews of adult and student groups (a comparison of the results of the different age groups).
4. Research the historical development of a favorite sport and write a report.
5. Debate, on paper, the pros and cons of a co-ed physical education.
6. The script of a play showing the advantages of physical education.
7. Slogans for posters showing various sports.
8. Invention of a new sport and a list of rules and regulations.
9. A booklet of physical fitness activites.
10. A description of how a person the writer's age would feel after seeing a baseball game for the first time.
11. A list of adjectives and adverbs describing the writer's feelings about his or her favorite sport.
12. A poem describing your feelings after losing the "big" game.
13. Cheers that could be used by the cheerleading squad.

VI. Tenth Grade Biology Class

Approach The class is interested in a person-on-the-street opinion about Recombinant DNA.

Questions:

1. Should scientists be allowed to experiment with creating new life forms? Why or why not?
2. Assuming they are allowed, should the work be regulated and if so, who should do the regulating? (ex. experimenter, scientific committee, federal government, local government, international committee, etc.)
3. Should the experimentation be limited to lower life forms, or should higher forms (ex. man) be allowed to be used as well?
4. What are the legal implications of this research? (rights of individual? right of scientist? patenting? who is ultimately responsible? who reaps benefits? etc.)
5. What do you see as the far-reaching implications of this type of research?

Writing Activities

1. A science fiction story about an experiment that got out of hand.
2. The diary of a scientist working on a project.
3. A persuasive essay taking a position on one of the interview questions.
4. A letter to a legislator or government official asking for that person's position on one or more of the questions.
5. Guidelines for experimentation.
6. A report on one aspect of current research.
7. A T.V. script projecting the year of 2050, based on the idea of altering genes.
8. A cartoon illustrating some aspect of the topic, e.g., a multilated animal.
9. A tour guide of the zoo which contains new animals created by altering genes.
10. A description of a "pet" animals created by altering genes.
11. Creation of the perfect _____.
12. A recipe describing the elements needed to eliminate a world-wide problem.
13. A job description and qualifications for people to serve on a regulating committee.

VII. Senior High Home Economics Class

Approach: The class was charged with the responsibility of interviewing caterers and planning a Senior High banquet.

Questions:

1. What is your availability during the month of June to cater an evening banquet for 200 students?
2. What menus would be available for under $10.00 per person?
3. What decorations would your company provide?
4. What other items such as silverware, paper products, etc. would we have to provide?
5. Who would be responsible for clean-up after the banquet?

Writing Activities

1. Final recommendation to student body.
2. An ad as a caterer.
3. An advertising campaign for students to interest them in attending the banquet.
4. Suggestions for a theme for the banquet, listing reasons for choice.
5. Appropriate letters to secure permission for the banquet.
6. Description of career opportunities re: catering.
7. Report on portion control/cost factors.
8. Report on botulism.
9. An article for school newspaper.
10. A report of advice for furture planners.
11. Investigation of the legal aspect; a contract.
12. A letter inviting a guest speaker.
13. A short speech as the guest speaker.
14. A letter of complaint after banquet.
15. A letter of praise following the banquet.

VIII. Senior High Typing Class

Purpose: To investigate and evaluate different typewriters.

Questions:

1. What are the leading typewriters?
2. What is the cost of each?
3. What guarantees and repair services are available?
4. What are the outstanding characteristics of different machines? Disadvantages?
5. Why do you like the machine you use?

Writing Activities

1. Outline of information.
2. Consumer Report.
3. Graph or chart findings.
4. Business letter to typewriter companies.
5. A handbook of typewriters care.
6. Summaries of information.
7. New vocabulary and spelling words.
8. Role playing interviews.
9. Posters of interviews with slogans.
10. Advertisement for typewriters.
11. Listing appropriate manners in office, in interviewing.
12. Math, explaining the prorated cost and cost of trade in.
13. A letter requesting change in typewriters used in business classes.
14. Discussion of qualities of different machines.

IX. Senior High Ceramics Class

Approach: Interviews of ceramics shop dealers.

Questions:

1. How did you get started in this business?
2. Where do you get your wares?
3. How do you select your wares?
4. Who are your customers?
5. What are the financial rewards?

Writing Activities

1. Interview of someone in a career. The writer may be interested in writing a report of the interview for the school newspaper.
2. A report based on the original survey.
3. A report of the advantages and disadvantages of a life as a ceramics dealer.
4. A satirical essay about interviews or someone interviewed.
5. A thank-you letter to the person interviewed.
6. An imaginary interview of a famous artist who works or did work in ceramics.

Peer Interviewing to Help Develop Pieces of Writing

As suggested by Donald Graves in his keynote address at the 1980 Conference, Writing: How to Teach; What to Teach, sponsored by the Bureau of Education, interviewing in pairs or small groups can be used by students as young as those in third grade to help each other. Students can be taught to ask each other questions similar to the following before the actual writing to help each writer to think about and to develop his or her topic:

1. What will your piece be about?
2. Who are you writing it for?
3. What do you know that you can put in your piece?
4. What do you need to know in order to finish your piece?

When a draft of the piece is finished, students can help each other by reading each other's material and telling the writer the following:

1. What the piece is about.
2. Who it seems to be written for.
3. What the writer shows that she or he knows.
4. What more the reader would like to know or wishes the writer had written about the topic.

To show how adults as well as children can profit from this technique, we at the workshop practiced it. The pieces that follow are examples of the results.

I

We closed the deal on the house in early spring and that lovely, three hundred year old stone beauty was ours. It had many extra goodies, like six acres overlooking the Hudson, heavy woods, and a small stream, but best of all was a 30 foot steel swimming pool, surrounded by magnificent shrubbery to screen our activities from everyone except a possible peeping-tom pilot flying overhead.

As we unpacked from the move in early June, I sorted out the older towels and stored them in the pool house for anticipated guests and happily arranged the bathing suits on hooks in eager anticipation of our first dip. All that was needed now were a few minor repairs, a good scraping and painting of its rusty sides, and fresh, cool, sweet water.

The repairmen arrived on schedule Tuesday morning. One side of the pool had been pushed slightly inward by some heavy cement. The pool had stood empty for seven years, and seven winters had left their mark. Neophyte pool owner that I was, I was afraid the pool would fall in and hurt someone, so I ordered that the cement be removed from the troubled area and the wall pushed back. That was my first mistake. First of all, this was not a two-bit pool. The steel was so heavy that it resisted all efforts to push it back even an inch, let alone be in danger of falling in on anyone. More and more cement was removed to facilitate the straightening until the entire ten foot wide deck surrounding the pool lay in battered chunks. My beautiful pool was rapidly disappearing before my eyes. In fact, we were swimming in bills instead of water, with little hope that the repairs would be soon completed.

As the missive back hoe was lumbering onto the property on the tenth day, my husband was there to greet it. With a raised hand, he declared the project dead. Wokers were banned; the fence gate was closed; and the pool house became a tool house.

Now time and nature have slowly bowed the steel side even more, damage which feeble men could not undo. Trees have pushed their way up between man-made rocks. Shrubs have become an impenetrable barrier behind which frogs bask in the sun and "go-dunk" intermittently in the rain filled shell, calling me to my "foolish" dream.

Barbara Fisch

II

Somewhere near the beginning of March, I planted seeds in a variety of flats, watered them and put them in the greenhouse. Months before, I had chosen immense numbers of seed packets from the pages of a variety of seed companies. As usual I bought too many, and after the planting in the flats, there were more seeds left over than planted. These went into a box where the accumulation of seeds from previous years rested. Weeks went by, the seeds sprouted and my plants grew. I had invested many hours caring for enough plants to feed an army. Naturally I had planted too many seeds. Now the greenhouse was full; the plants were too crowded. I couldn't bear to throw things out. Then too, I realized in my eager haste to get the garden going, I had started everything too early. The greenhouse was a jungle.

Finally the time had come. The garden was tilled and the planting efforts were finished. I had given away the extra plants. The garden was beautiful. Soon we'll be saving a lot of money on vegetables. I relaxed. I forgot about the garden for a few days, and anticipated the harvest.

Going outside to survey the vista of my garden, I saw the fruits of my labors as little nubbins of their former selves. Our little animal friends had feasted. With this spectacle burned into my brain, I realized the Grand Union will be our farm. Vegetables are cheap there in the summer.

III

When I am at the shore, I become addicted to surf fishing. I can easily get by with very little sleep, because I must have my line in the water at dawn. Old timers tell me that the best times to fish are dusk and dawn.

I think they are playing tricks on the tourists, because even I know the best time to fish is one hour before and one hour after high tide, regardless of the time of day.

If I fish before high tide, and I'm still there three hours later with no fish, I figure I might as well stay until dusk, just in case the old timers are telling the truth. If I still have no fish at dusk, I begin to think of the great night fishing yet to come.

If you have ever had a big blue or mackerel bite your line, and, if you managed to get him in through that slough where he usually manages to work himself off, you will know the joy of standing from dawn to dusk, through the boiling midday sun, with the ever-increasing stench of your cut bait, and the unbelievable piercing, bloody bites of the green-head flies. What joy!

Helen Della-Volpe
Millbrook

IV

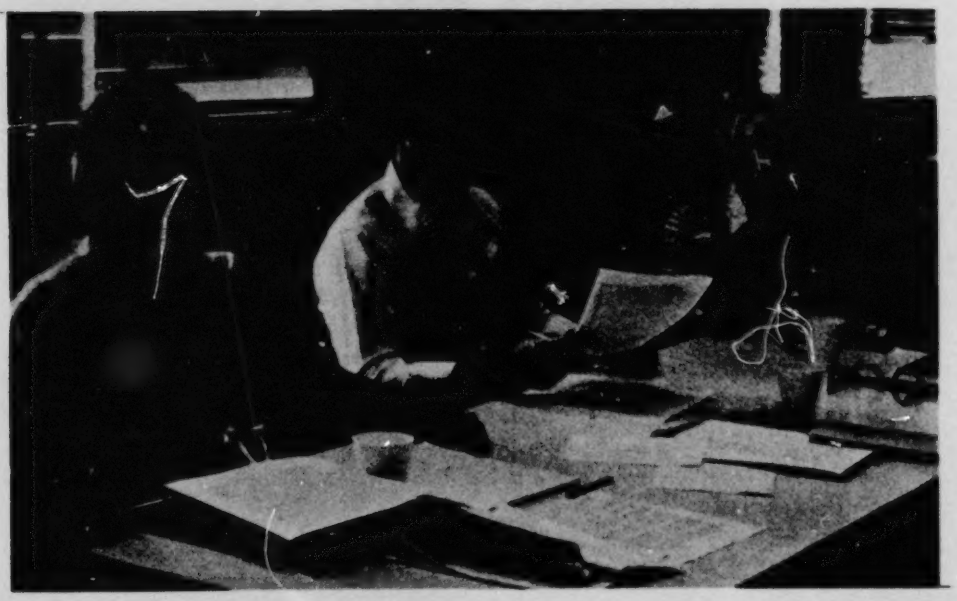
Photography as a Way of Seeing

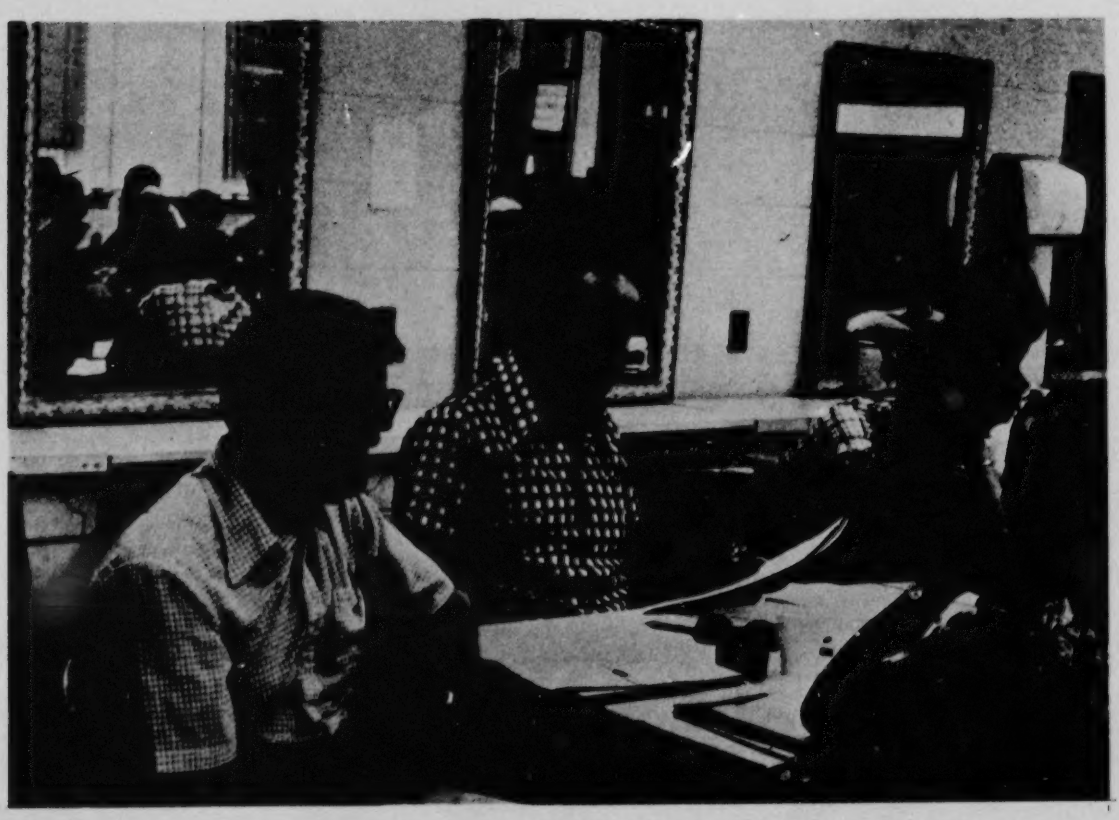
Patterns in a junk pile, light and shadow on a barn, shapes, form and details of a flower - I think I never saw before I became a photographer. I see light as I never saw it before. Light is different at different times of day; it can be warm or cool; a shape can change from flat to deep and defined, depending on the angle of light. Light can reflect from the flower petals in perfect round dew droplets.

I see patterns as I never saw them before. Three boats in the bay form a perfect triangular composition; I see the composition even if I don't have my camera. The rusty pieces of steel in the construction yard form a perfect background for the worker who is signaling the operator of a crane the exact position to hook into a steel plate. The sunrise is enhanced by the silhouette of the tree which frames the velvet colors.

The world has so much more delight since I learned to see.

Sheila A. Schlawin





USEFUL INTRODUCTIONS TO GROUP WORK AND WRITING WITH OTHERS

I
Inferences

Collect several pictures from magazines and mount them on cardboard. The pictures can be extremely realistic and easy to put together or ambiguous, according to the age level and ability of the group.

Cut each picture into five jigsaw-like pieces and mix up the pieces from all the pictures.

Give each student in the class a piece of a puzzle and ask each to write a paragraph speculating as to what the rest of the picture looks like.

After the paragraphs are written, have the students find the people who have the matching pieces and put the puzzle together.

Have each group compare their paragraphs with the complete picture and discuss the accuracy or inaccuracy of their inferences. What clues helped them or misled them? How do we learn to look for clues or details that would be helpful?

II
Observation and Description

Several objects can be placed in the middle of a group of students. The objects can be very similar or very different, depending on the subject and the developmental level of the students. For example, the objects could be potatoes, sea shells, leaves, oranges, marbles, tags, or tools.

Ask each student to write a paragraph describing one of the objects, but not naming it, describing so clearly that another person could find the object from the description. He or she must not touch the object.

After the descriptions are written, have the students exchange papers and identify the subject of the description.

Follow with a discussion of the need to observe and to use specific detail.

III

Rumor Clinic:
A Communications Experiment

GOAL

To illustrate distortions which may occur in transmission of information from an original source through several individuals to a final destination.

GROUP SIZE

Unlimited. There should be a minimum of eight participants.

TIME REQUIRED

Thirty minutes.

MATERIALS

I. Copies of the Rumor-Clinic Observation Form for process observers.

II. Newsprint and a felt-tipped marker.

PHYSICAL SETTING

I. A meeting room. All observers are seated facing an area where the rumor clinic is staged.

II. A separate room in which volunteers can be isolated.

PROCESS

I. The facilitator asks for six volunteers. (The rest of the group remains to act as process observers.)

II. Five of the six volunteers are asked to go into the isolation room. One remains in the reading room with the facilitator and the observers.

III. The facilitator distributes Rumor-Clinic Observation Forms to the observers, who are to take notes on the proceedings.

IV. He then reads the "accident report" on the Observation Form to the volunteer, who may not take notes on what he hears.

V. The facilitator asks a volunteer in the isolation room to return.

VI. The first volunteer repeats to the second what he heard from the facilitator. It is important that each volunteer transmit the message in his own way, without help.

VII. A third volunteer returns, and the second repeats what he heard from the first.

VIII. The process is repeated until all volunteers but the sixth have had the message transmitted to them.

IX. Then the sixth volunteer returns to the room. He is told that he is to assume the role of a policeman. The fifth participant repeats the message to the policeman. Afterwards, the policeman writes the message on newsprint so the group can read it.

X. The facilitator then posts the original message (previously prepared on newsprint) so it can be compared with the policeman's version.

XI. Observers are asked to report their notes. Volunteers then discuss their experience. The facilitator leads a discussion with the entire group on implications of the Rumor Clinic.

VARIATIONS

I. The succession of messages can be recorded (either audio or video) for replay during the processing.

II. The message can be written to be more pertinent to the particular group.

RUMOR-CLINIC OBSERVATION FORM

Accident Report: "I cannot wait to report this accident to the police. I must get to work as soon as possible."

"The blue delivery truck, heading south, was turning right at the intersection when the yellow sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash. No one was injured."

Volunteer	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 (Policeman)			

Structured Experience

Received at workshop. Source unknown.
State of Florida
Department of Education

Select several different sentences pertaining to a concept in a particular subject area. The sentences should be such that they lend themselves to being divided into two parts, for example, "He wanted to be a fearless pirate/who roamed the seas and looked for adventure," "We watched for undesired consequences/just as any scientist watches for disrupting factors in her or his experiments."

Give each student a file card with half a sentence. Ask the students to find the person with the other half. The pair is then to write a sentence which could logically follow the original sentence.

Have the pairs read the two sentences. Discuss the logic of the second sentence.

Variations:

1. Prepare cards with a term on one and the definition of the term on the other. Have the pairs write a sentence using the term.

2. Prepare cards with sentences which could be the beginning and the end of a paragraph. Have the pairs write the middle of the paragraph.

3. Prepare cards with a word problem on one card and the solution on another. Have the pairs each write a word problem for the rest of the class to solve.

Variations of Activity IV

The following are examples of paragraphs written by workshop participants. Eacn had been given a sentence which had been typed on a file card. People then worked in pairs to produce a paragraph that incorporated both sentences. In the examples, the given sentences are underlined.

A

"Arithmetic tells you how many you lose or win if you know how many you had before you lost or won," repeated Alice to herself, mimicking the words of the White Knight. "What nonsense! How many what? Would he really need mathematics if I asked him, 'And last thou slain the Jabberwock'?"

B

Having taught for ten years he was desperate for a change. He had great courage in the face of misfortune. However, the thought of an eleventh September greatly depressed him. By June he had found a practical solution. The French Foreign Legion needs a few good men. Just imagine for a moment no more faculty meetings, no more grade sheets, no more boisterous students, just miles and miles of sand, camels and hostile Bedouins.

C

It was a time of looking to the right and left instead of straight ahead as the little boy searched for his bright blue kite. As he followed his feet through the park, he was caught up by the sights and sounds of summer fun that filled the air. Chanting girls jumped rope; joggers thumped by, and the Good Humor man jingled the bells on his cart. Old friends sat on the park bench like bookends. The kite forgotten, the little boy began to skip.

D

Sing Ho Chu, famous Chinese disco manager, pondered his problem. MyLow, his wife, was extremely disappointed in his recent loss of clientele at his disco parlor. He thought to himself:

"Give them a Chinese John Ravolta . . .
"Give them a Chinese Cheryl Tieggs with her Minolta Camera . . .
"Give them hash filled fortune cookies . . .
"Give them music to break their glasses, to knock their eyelids up like hatbrims . . .
"Give them hell, Sing . . .
"What else can save your face?"

E

There was one solitary man walking the roadside at dawn as though looking for something lost: his health, nis job, his wife, his children, his self-respect. Head down, his eyes seemed to search among the other debries that lay frozen in the melting slush. He hardly noticed when the roadside changed to cracked sidewalks with the windblown brown weeds of one more lost summer useless in the frigid noon. In the weak cold light of afternoon he raised his head only to search for Help Wanted signs. But there was nothing. Now as the day freezes into night he wanders in the back alleys of other lives. The winter settles down with smells of steaks in passageways.

Assignment: Given any 2 sentences, incorporate them into one cohesive paragraph.

How can this be used in different subjects?

Social Studies

1) Use two famous historical people, give sentences in rise to power, fall from power.
2) Combine time slots with historical documents.
3) Write about different habitats.
4) Place characters in different settings.

Science

1) Integrate philosophy with past.
2) Create a process (new).
3) Give hypotheses and conclusion, have students give data.
4) Take two observations and combine.
5) Three sentence composition.

Foreign Language

1) Build a single story (three sentences).
2) Take famous lines and elaborate on an original piece.

Skills Involved

organization
imagination
creativity
sequence-logic
transition

V

Have students write slogans for bumper stickers, campaign buttons, or T-shirts. The slogans could concern writing, or be associated with subject areas.

Some examples from the workshop participants are:

A FOREIGN LANGUAGE ISN'T FOREIGN THERE!

IN OUR OWN WRITE

LEARN THE WRITE WAY
DO IT THE WRITE WAY

BE POWERFUL. WRITE IT!

JOURNAL WRITING

At the workshop, the participants were asked to do free writing in journals for a few minutes at the beginning of each day's session. For many years, English and language arts teachers have asked students to keep journals for a certain period of time. The reasons for journal keeping include the following:

1. The very act of writing down one's thoughts helps clarify one's thinking.
2. The chance to do free writing that is not corrected seems to help students produce a great amount of writing and also to instill greater confidence in themselves as writers.
3. The journal can act as a source book for more formal writing.

However, teachers seldom write in their own journals at the same time that the students are asked to write in theirs. To help convince students that writing is a valuable activity, teachers must demonstrate that they value the activity by doing some writing in the presence of the students.

To help teachers in all subjects see the possibilities of journal writing, then, we kept journals for the week.

The keeping of a journal is not necessarily always free-writing. For example, teachers in various subject areas could have their students keep a journal of what was covered in class each day, a journal of specific activities, a journal of questions to be asked about the subject or teachers could ask them to structure their journals in various other ways. Following are two examples of the use of journals, one at a fifth grade, and the other at a college level.

FOR WRITING JOURNAL ENTRIES FOR A SOCIAL STUDIES CLASS
FIFTH GRADE

1. Pa just told you that you and your family are moving west by covered wagon.

   a. How do you feel about leaving your friends?
   b. When will you leave?
   c. Why will you go?
   d. What will you take?

2. The big day - starting out

   a. How you feel when saying goodbye?
   b. What's your wagon like?
   c. What did you see?
   d. What was it like at the end of the first day?

3. Getting Supplies in Missouri

   a. What was the store like?
   b. What did you buy?

4. Attacked by Indians

   a. Warning - Did scouts spot Indians; did you circle wagons?
   b. Describe attack, how you felt.
   c. What happened? Anyone dead?

5. Crossing the Mississippi

   a. How?
   b. How did horses react?
   c. Leave anything behind? How did you get across?

6. Crossing a steep mountain

   a. Did you leave anything behind?
   b. Did any wagons break down?
   c. Describe going through a pass.

7. Arriving at destination

   a. How long did you travel?
   b. What did you find?
   c. How did you feel?

Carolyn Young
Unatigo Central School

JOURNAL WRITING IN THE GROGRAPHY PROGRAM

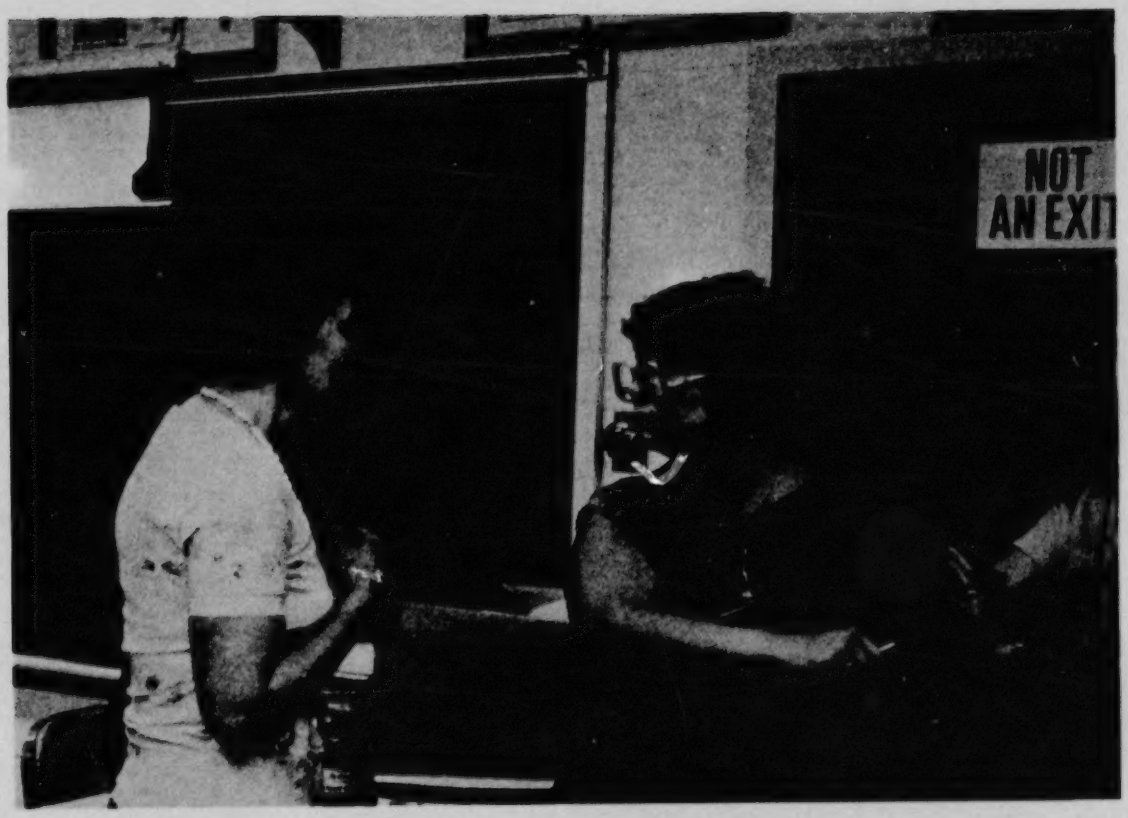
I started to use journal writing in Geography instruction several years ago, initially in a course in Recreation Geography. My original purpose in asking students to keep journals was to stimulate their powers of observation. The main research tool of recreation geography is observation. Many serious research projects begin with observations of what outdoor recreational activities are taking place in a given area and questioning the motivations behind these activities.

Most students entering this course see recreational activities but do not observe the activity. By requiring students to keep journals of all recreational activities they observe and participate in, I help students to begin to acquire the techniques of scientific observation.

In my instructions to the students, I ask that they record their observations of each outdoor activity; their feelings toward that activity, if they are a participant, and their motivations in participating; and their assumptions about the feelings and motivations of others they may be observing. Some of the best free writing I have encountered from students has come from these expressions of their own thoughts and feelings concerning their participation. Some have turned to the use of poetry; some have written romantically to express their feelings. Over the duration of the term, their writing can be seen to flow more easily. From the standpoint of the course, their powers of observation increase rapidly and they develop insights into recreational behavior. At the conclusion of the course, I collect the journals and look through them. I do not grade the journals, but the students must keep journals to pass the course.

I also use journal writing in my Conservation course. At the beginning of each topic, I ask students to free write for about five minutes on their perceptions of the topic problem or situation. I also ask them to write down their definition of various terms which they tend to misuse or misunderstand. At the conclusion of each topic, I again ask for five minutes of free writing on how their attitudes may have changed on the topic. At the end of the course, I ask the students to re-read what they have written and then give me a short essay evaluating the changes that may have taken place in their environmental perceptions and attitudes. I do not collect, read, or grade their journals in this course.

Robert C. Stinson
Michigan Technological University


NOT
AN EXIT

WORKSHOP ACTIVITIES
ADAPTABLE TO VARIOUS GRADE LEVELS AND DISCIPLINES
I

TV GUIDE TO HISTORY

As a group, imagine that you have been transported to another era, but (miraculously) the people there have television. Choose a time period and, working as a group, invent 10-15 original TV programs appropriate to that era.

Then, as a group, arrange these programs into time slots and write one page of a T.V. Guide, with the typical one line summaries, names of fictitious stars, etc.

Put your one page of a T.V. Guide on a large sheet of paper with magic markers or fiber pens.

At the end of the time period, be prepared to explain your activity and show your product to the rest of the workshop participants. What skills are involved? What learning activities could follow?

The following is the page developed by the workshop participants:

	A.M.	
8:00	"Sunrise Sermon"	The Rev. Jonathan Sal Hardstone will speak on the evils of idleness.
9:00	"I Love Martha"	(Repeat) The exciting exploits of Martha and George. Martha's candy formula is lost and George is embarrassed because of where it is found.
10:00	"Franklin's Book of Colonial Records"	Tea-Throwing, dollar-tossing, cherry-tree chopping are the highlights slated.
11:00	"Hostess for a Day"	Molly Pitcher interviews the unpredictable and sexy Benedict Arnold.
12:00	"Face the Colonies"	Is George really the father of his country?
	P.M.	
1:00	"Boston Bandstand"	Top ten minuets with hostess Betsy Flagg.
2:00	"Paul Revere's Island"	Paul is last seen crossing the Charles River.
3:00	"The Two-Pence Beauty Contest"	Lively, vivacious colonial mistresses.
4:00	"Movie of the Week"	Jonathan Wetmore in the 20th Century. Will there be life as we know it in the 20th Century?
6:00	"CBS News"	Colonial Broadcasting System
7:00	"Adam's Angels"	The angels pursue Hessian soldiers and get bogged down in their hoopskirts.

25

Variations and extensions:

1. Develop a script for one of the shows.
2. Develop a T.V. Guide for a day of all science broadcasts or for a foreign language.
3. Develop a talk show with students role-playing historical characters or various scientists.
4. Develop a news broadcast for events of a specified time period.

II

Insurance Claim

Pretend you are a character in a well-known folk tale, nursery rhyme, novel, etc. You are filing a claim with your insurance company for injury (or damages) which you have incurred. In your claim, explain at least two reasons why the insurance company should pay you.

Examples: Characters filing personal injury claim

Jack and Jill - Humpty Dumpty - the Giant in Jack and the Beanstalk

Characters filing property loss or damage claim

Witch from Hansel and Gretel (Damage to gingerbread house) -Three Bears (damage to household effects) - owner of cherry tree chopped down by George Washingon - owner of pig stolen by Tom, the Piper's son.

Your claim should include: the date of the incident, persons involved, nature of damage or injury, extent of damage or injury, action requested.

Note: This activity can be adapted to report writing, as well.

Insurance Claim by Participants

Dear Sirs:

Under the provision of our "Home Owners Basic Protection Policy, #00" my cubs and I are filing a claim for personal damages resulting in the death by scalding of Father Wolf.

We do declare that on Friday the 13th, with malice aforethought, the Three Little Pigs did commit par-boiled murder upon Father Wolf, resulting in his untimely demise.

The pigs enticed Father Wolf by allowing him to blow down their stick and wood houses. They lulled him into a sense of false security so that he felt confident when he attacked the brick house. When Father Wolf was unsuccessful in blowing down the house, they deceived him in securing his basic right to persue his natural livelihood of pig-knapping.

The pigs lured him to his death by placing an attractive nuisance, a open chimney, on their roof. When Father attempted entry through the open chimney, he slid into an uncovered cooking pot of boiling water.

As a result the widow and cubs are at the Wolf's door, suffering from hunger and abandoments.

We demand in reparation a fresh suckling pig delivered each day to the door.

And, to the cubs who no longer have a father figure to educate them in survival skills, we demand free education at the local BOCES:

Building
Omniverous
And
Carnivouous
Educational
Skills

III

Pretend to be a building inspector. You are to write a report to your boss about an unusual structure you have visited. Select a structure from a story, imagination, or real life. Write a report to your boss telling about the unusual structure you have inspected. What details would you include?

Examples:
the gingerbread house in Hansel and Gretel
one or more of the three houses in The Three Little Pigs
the dwelling of The Old Woman Who Lived in a Shoe
Tarzan's tree house
a real building in town
a world famous building such a the Eiffel Tower.

IV

Touring

Devise an itinerary for visiting "foreign" cities or countries within New York state. Example: Corinth, NY, Rome, NY, Mexico, NY.

Do as much of a guide for your itinerary as you can during the time period. At the end of the time, explain the activity to the rest of the workshop participants.

V

As a group, write a story (report) which incorporates the names of name brands as much as possible as part of the story or report. Each group is to appoint some one to read the story (report) to the rest of the class.

Example Written in Workshop:

NAME BRANDS

Setting: Sinful Schaeffer City in vast Marlboro Country of the Old West.

Swiss Miss, Virginia Slim and Minute Maid, three hard-working employees of the well-preserved Madam Chiquita Banana, lounged seductively in the foyer of Max Well's House, located in the center of the city's red light district. As the music of Bach filtered Sweet & Low, they saw the stranger approach. He alit from his horse across the street, in front of the Devil Dog Saloon. He brushed past the Dorman and went inside. The bartender, El Exijente, in his usual rye tone asked, "What's it to be? Southern Comfort, Wild Turkey, or our Visine special, Red Eye?"

"My name is Del Monte. I'm the new Marshall. I'm here to make this town Spic 'n Span and make a Life for my Boy. I'm going to Vanquish crime and sin with my Swift, trusty Lufthansa, and my Armour.

Glancing out the window, past the swaying Palm Olive trees, Del saw a horseman fast approaching. It was the town's most heinous villian, Black Label, clad in a Pampered, ebony Jordach outfit. His horse Red Baron, screeched to a stop in front of the saloon.

Black Label, who had heard of Del's arrival by reading the Schaeffer City Gazette, called Del out. it was to be the big Showdown.

As Del strode thru the swinging doors into the Sunkist St., a Rabbit raced by. The two men faced each other. Black Label, the veteran gunslinger, had the advantage; he averaged One-a-Day. Black drew first but Del Monte was able to Ketchup within a fraction of a second. He was determined and Krafty. He shot and killed Black.

VI

Messages

You are standing in the main office at school and no one is around. You notice that the intercom has been left on, a situation which presents an irresistable temptation. What would you broadcast to an unsuspecting school? List all possible messages.

After the messages are listed, group those that are related in some way, for example by the effect such as shock, fear, excitement, pleasure, or by other categories you decide on.

At the end of the time period, read some of the mesages to the rest of the workshop participants. Explain how the activity could be altered or followed by a more extended piece of writing.

Activity taken from Writing With Reason,
Instructional Center,
Ulster County BOCES, New Paltz, NY

VII

Report Writing

The student pretends to be a detective who must make a report to the chief about a "missing person." The student is provided with a picture of the individual who is "missing." The student must observe the picture carefully and then list all the details possible. The details should then be grouped into categories and a plan of organization developed. Finally, the student writes the report to the chief and includes all the relevant information which has been compiled.

VIII

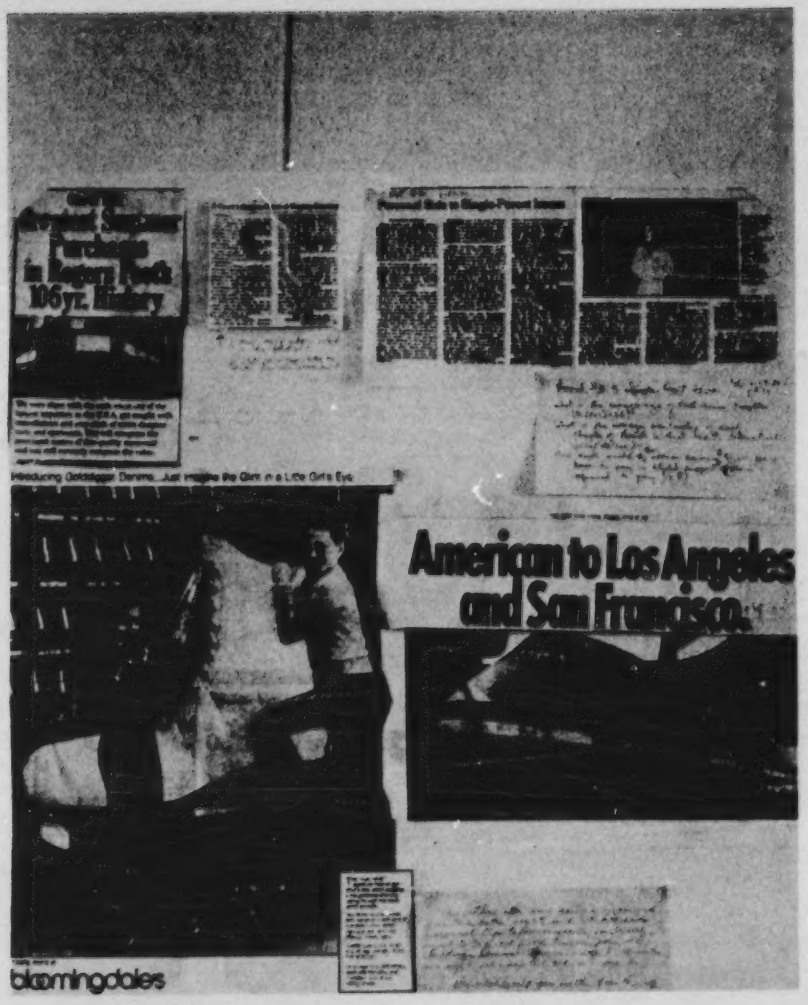
As a group, select five or six items from the newspaper you have been given. Imagine how a similar event might be reported 200 years from now, for example, an election, an environmental problem.

Prepare a brief TV news broadcast, using the events as of 200 years from now, perhaps even devising a TV format as it might be 200 years from now. Include a commercial.

At the end of the time period, present your broadcast to the rest of the workshop participants.

IX
SCIENCE IN THE NEWS

Find five (5) stories in one edition of a newspaper in which a branch of science is involved or could be involved in finding a solution to a problem. Cut out the stories


in Every York
196 Yr. History
Introducing Golddigger Denims...Just Imagine the Girls in a Little Girls Eye
American to Los Angeles
and San Francisco.
bloomingdales

and mount on a large sheet of paper. Write a sentence or two next to each story, explaining how a branch of science is or could be involved.

Devise writing assignments that could follow the activity. Try working out assignments on a elementary, junior high, and high school level.

At the end of the time period, explain the activity to the rest of the workshop participants.

The following are some sample activities developed from newspaper stories:

A. HEART ATTACK BLAMED IN FATAL CAR MISHAP

Problem: Road accidents caused by disease/alcohol/inattention of the driver.

Possible solutions: 1) computerize cars to check or warn driver, 2) computerize car to assume control in driver's illness, 3) computerize cars' paths and eliminate drivers, 4) avoid accidents by eliminating vehicles and road.

Activity: Ask students to choose one of the possible solutions mentioned above and describe a scene at a busy intersection in which the solution prevents an accident.

B. CAPITAL DISTRICT CAN'T SEE THE FOREST FOR THE TENT CATERPILLERS

The sciences of biology and chemistry could provide solutions to the problems presented by the two types of caterpillers - the eastern tent and the gypsy moth. (The eastern tent eats leaves of deciduous trees; the gypsy moth destroys trees.)

Writing assignments:

1. Write a comparison of the eastern tent and the gypsy moth caterpillars, including physical characteristics and capibility of damaging specific trees. (secondary)

2. Make a chart comparing the two moths, heading each column with the name and a drawing of the moth. (elementary)

3. Interview a tree surgeon or a county agent expert on how homeowners can protect their trees from these caterpillars and write a report. (any level)

4. Under scientific conditions, study a live caterpillar of each type and write a lab report. (any level)

5. Research pesticides used for these caterpillars and report on their potential harm to humans and pets. (secondary)

C. SUN BELT'S HEATWAVE COOKS UP MORE CRIME, BAD ROADS, DEATHS

1. Write a composition of daily weather reports from various areas, log of temperature ranges, etc. (elementary)

2. With the class, brainstorm, then compile a list of possible benefits and a list of possible drawbacks of weather control. Write reports explaining benefits or drawbacks further. (any level)

3. Find such weather-related news articles as the one on the sun belt. Rewrite it, pretending the kind of weather involved hit your home areas.

4. Write a letter to a local meteorologist inviting the meteorologist to speak to the class. (middle school)

5. Write weather reports for a one week period. (any level)

6. Research one aspect of how weather affects people, physically, economically, psychologically, etc. (secondary)

Note: Newspaper articles can be used to suggest writing in the areas of social studies, home economics, consumer education, among others.

X

Music and Language Arts

Brainstorm ways music and language arts teachers could work together on writing assignments, for example, to create or describe mood, to create advertising jingles for radio, a script for a slide show.

At the end of the time period, report on your activity and the results of your brainstorming to the rest of the workshop participants.

1. Play "1812 Overture" by Tchaikowsky and have students write a paragraph describing the emotions which come from the music.

2. Have students choose a favorite short story and select appropriate pieces of background music for dramatization of the story. Have the students read the stories to the class with the music in the background.

3. Using Aaron Copeland's "Billy the Kid," have students write or role play their impressions of the actions taking place in the music.

4. Have students take pictures (or provide) of faces of children. Have them write a script involving the children and choose appropriate music.

5. Have students pretend to be critics and write a review of the school music festival.

6. Have students choose their favorite musician or composer and write a short report telling how that person became interested in music.

7. Have students compile a list of war songs. Have each student select three and play them for th class, identifying the war and the time period.

8. Have students select a product from a newspaper ad, create a jingle, and set the jingle to music.

XI

Physical Education and Writing

Design writing activities for grade school children that could be used in connection with physical education. (Writing activities can be very brief.) Please state objective, the activity, and indicate primary or intermediate grades.

A. Objective: To create an excercise program for someone who is overweight.

Possible Activities: 1) Research magazine articles. 2) Interview Health Club owners, 3) Interview doctors. 4) Check with physcial education instructors.

Writing: Suggest a program to be used for a 6th grader.

B. Objective: To develop the ability to explain sequentially in writing how to play a game or sport.

Activity: Invent a new game

1. Describe the materials needed.
2. Explain how the game is played.
3. Explain how the game's rules work.
4. Explain how the game is scored.

C. How does a good breakfast affect your ability to participate in sprots?

Objective:
1. to develop note-taking skills
2. to develop skill of paragraphing a report
3. to develop use of reference and interviewing skills
4. to develop the ability to use a chart.

Activity: 1. Have students plan a balanced breakfast for a group of students for a school week. Through the cooperation of the school and home, have these students eat these breakfasts. During the school morning these students will participate in a planned physical activity. Have students in the class chart the results.

2. A second (control) group will eat a minimal breakfast and participate in the same activities. Chart the results.

3. Summarize the results and present to the class.

D. Objectives:
1. To develop powers of observation
2. To continue note-taking skills
3. To write a cohesive and accurate account.

Activity:
1. Tell students to attend an after school baseball, football, soccer (or other sport) game or match.

2. Take notes on the events of the game. Note outstanding play or players.

3. From the notes, write an article for the local paper about the event.

E. Objective: To develop the ability to communicate the objectives and rules of a game.

Pre-writing: Have a student pretend to be from a foreign culture or planet where a particular game or sport is unknown. Have him or her ask questions about the game, if possible as he or she watches it being played. Have other students try to answer.

Writing Activity: Each student will write an explanation of the game or sport so that a person who has never seen it played could watch it with understanding.

XII
SPACESHIP UNIT: INTERDISCIPLINARY

Grid: Problems are assigned to disciplines, one being primary, others having secondary interests.

Sample activities given are for Social Studies 9-12

Assume that all the disciplines in the school will be involved in some way in the unit. The unit will be centered around the idea that a space ship which has the capacity of carrying 2,500 people is leaving earth to colonize a moderately livable planet in another solar system. State objectives and explain activities applicable to each of the disciplines involved. Here are some questions to get you started - What occupations should be represented and how many people in each? What should the design of the ship be? What provisions should be made for the journey? What systems of government should be set up in the colony?

MASTER PLAN GRID

	English	Social Studies	Science	Math	The Arts	Language	Ind. Art	Phys. Ed.	HEC
Design of Space Ship			2	3	4		1		
Who goes		1	2						
Bring what	EVERY DISCIPLINE								
Social Organi-zation		1							
Log-Journal	1				2				
Train Crew			1					2	
Plot Course			2	1					
Mars Info.			1						
Time				1					
Communication	2					1			

Social Studies Activities

Social Organization (Government)

a. Read comparative excerpts of various social organizations from history (e.g., James I and Bousset on Divine Right, Jefferson and Pericles on democracy, Marx and Lenin on communism, etc.) Students will do individual research.

b. In groups, students will compare and contrast systems listing advantages and disadvantages of each.

c. Groups will devise a social organization - government for the space trip - future colony and write a defense of their plan.

d. Class will be presented with all group ideas and after discussion devise a final organizaiton.

What to Bring?

a. Use desert island (sinking ship) simulation to have students define necessities and luxuries.

b. Class will devise list of (to be published):

1. What absolutely must be taken?
2. What should be taken if possible?
3. What would be nice to take?
4. What should be left behind?

Who Goes?

a. Study Robert Owen and/or James Russell Lowell and discuss establishment of ideal communities and utopias.

b. Class will develop such a community, deciding who to include and who not. (Who's necessary to a Community?)

c. Model community will become base of colony's population.

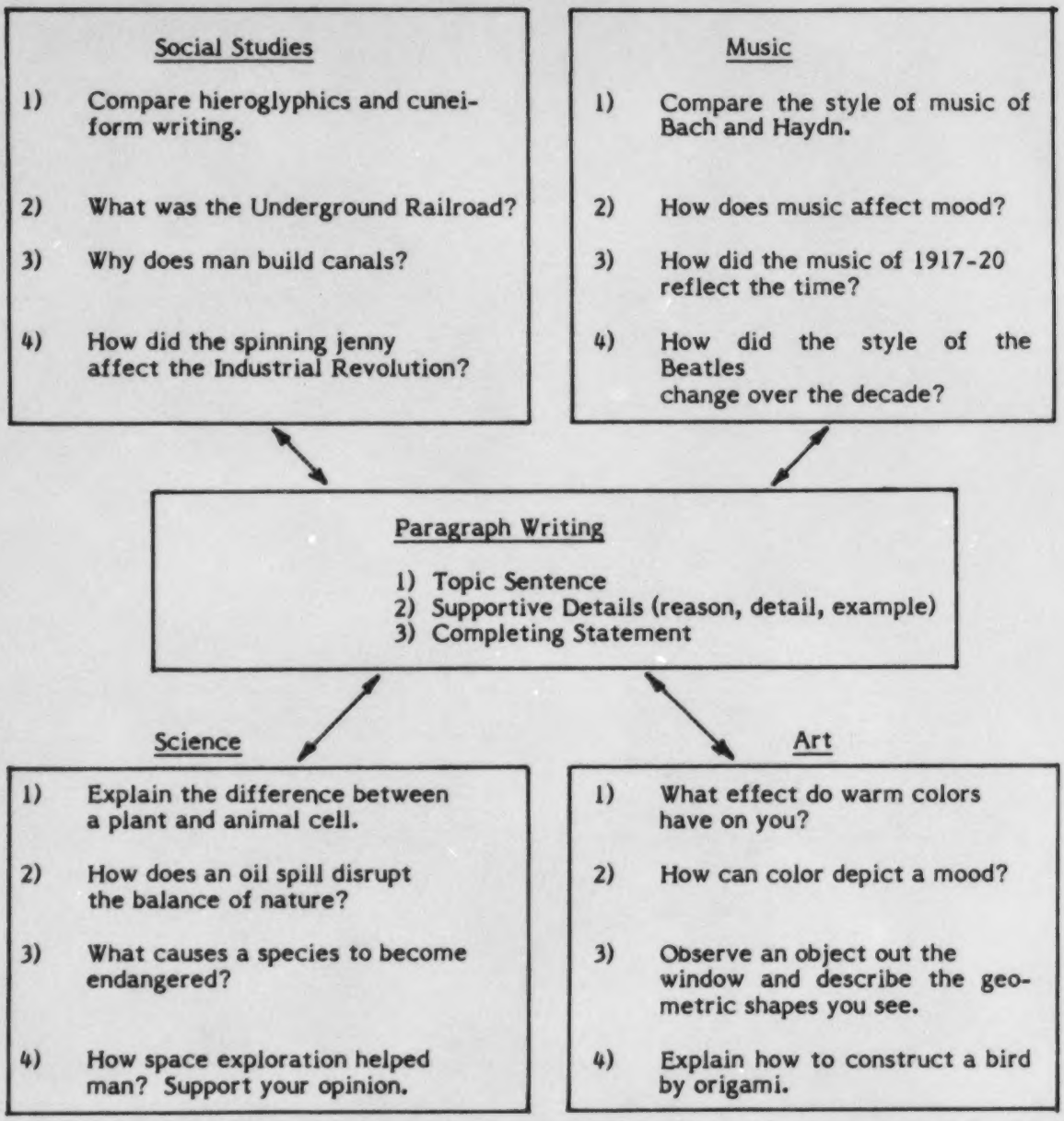
d. Class will make a written series of recommendations to the organization planning the expedition.

Alternatives
What to Bring?

a. Have students role play some one like Sir Walter Raleigh or the Pilgrims. They must plan their expedition to the New World and draw up plans and manifests for the trip.

b. Relate Age of Exploration to the Space Age - A New Age of Exploration?

Show how the skills of paragraph writing apply to all subjects.


Social Studies
1) Compare hieroglyphics and cuneiform writing.
2) What was the Underground Railroad?
3) Why does man build canals?
4) How did the spinning jenny affect the Industrial Revolution?
Music
1) Compare the style of music of Bach and Haydn.
2) How does music affect mood?
3) How did the music of 1917-20 reflect the time?
4) How did the style of the Beatles change over the decade?
Paragraph Writing
1) Topic Sentence
2) Supportive Details (reason, detail, example)
3) Completing Statement
Science
1) Explain the difference between a plant and animal cell.
2) How does an oil spill disrupt the balance of nature?
3) What causes a species to become endangered?
4) How space exploration helped man? Support your opinion.
Art
1) What effect do warm colors have on you?
2) How can color depict a mood?
3) Observe an object out the window and describe the geometric shapes you see.
4) Explain how to construct a bird by origami.

The above has been designed for a sixth grade level. It demonstrates the use of the following types of paragraphs:

- statement and example
- informative
- persuasive
- comparison and contrast

SCIENCE FICTION UNIT

I. Brainstorming - "What will man be like in the (decide on the year by discussion) year _____?

A. Class will list physical and social characteristics of present day man.

B. Using a "T" diagram, students will list changes they envision occurring next to the initial brainstorming list.

C. Students clarify why they envision certain changes.

D. Random groups are formed of 4 to 6 students. Each student chooses a particular characteristic and the proposed change, writes out the clarification and passes it to the other members. As a group the students must write a written description of a man using all the changes proposed by each member.

E. Teacher collects and reads the composites to the class, and copies are provided for individual workbooks. (Successive lessons will use these composites in story writing exercises.)

II.

A. Sequence - observation - detail - how to describe - how to infer from dialogue (actual slang, patterns, fragments, etc).

B. Conflict

C. Characters - characterization and social settings - groups reactions what will they do? - characterization and physical setting - group, what will happen?

D. Reading - analysis - basic elements (cartooning, comics)

E. Dialogue - Take a scene described in narrative.
Convert to dialogue processes.
Sounds- give same situation to various people
Two people role play; have them act out into tape in class
Class analyzes how members portrayed characters as compared to the types of language they used.
Then two different people do the same scene, do above, repeat.

What are you trying to say?
Did the reader perceive what you were trying to say?

II. <u>Characters</u>

A. Given clay, toothpicks, gravel, beads, cloth, yarn, paint, etc., have students create a man/woman/robot/alien and write a description of the character, design a language or communication, describe the role that individual plays in its society, describe the environment and living needs for the character.

B. Separate the constructed characters from their written descriptions; pass out the descriptions for students to match with the figures placed on one table. Discuss the results and pairings.

C. Randomly assign students to work together with their descriptions and figures. Assign the pair of students to write a theme or conflict involving both characters. Assign a short dialogue passage between the two characters. Display the two characters before the class and read aloud the resulting dialogues. Class may respond and criticize. Passages may be rewritten.

D. Display the characters/descriptions/and dialogues (photograph collection).

IV. Technology

Given a box of junk, glue, paint, etc., have students construct some type of machine/invention and write a description of its parts, purpose, and limitations (what it cannot do). Write a short theme or conflict involving one or more of the previously constructed characters. Allow students to freely group 2-4 members with their characters, descriptions, machine/inventions, and conflicts. As a group assign a short story involving any or all of the characters and/or machine/inventions. (Add to public display and photograph.)

V. Societies - Utopia/Dystopia

Using a "T" diagram, compare basic beliefs involving man in extreme societies of Utopian Gardens of Eden or Distopias of Machiavellian Tyranies. Using one, two, or three of the comparisons, student groups of 3-5 members with their characters, descriptions, machine/inventions, and conflicts may select any combinations to write a short story which will be double space typed and illustrated for copying for the class. The class will read,discuss, and edit every group's short story. Groups will reassemble and rewrite a final short story draft with illustrations for copying to culminate in a finished magazine of class generated short stories.

VI. Questions and Activities Concerned with Futuring

A. Where in the world will you live? In what (house, trailer, apt., etc.)? What lifestyle? With what people (spouse, groups, family)? What job will you have? What recreation? At 5 years? 10 years? 25 years? 50 years?

B. Diary. List clothing, jewerly, hairstyle, foods, that you use during the day for school, friends, dates, parties (concentrate on detail and social use).

C. T.V. Descriptions. List the clothing, props, etc. of 4 or 5 distinctly different T.V characters.

D. Class takes situations diagrammed as future wheels of logical outgrowths.

E. Analyze 10 T.V., magazine, or radio ads for promises and subconscious appeal. Design an advertisement, slogan, diagram or cartoon for some

future business or recreation (space liners, vacation resorts, 3-D movies, daily commercials).

F. Start several future wheels starting with themes about male/female sexual roles and their changes (artificial wombs, unisex, no marriage, etc.)

G. Using "T" diagram, list present values of society, mores, customs, authorities as compared to some future changes.

H. Describe the members of your family in physical and emotional terms. Describe a holiday or some family outing. Write a short story about a similar outing if one of your family had changed.

I. Distinction and discriminations based on color, race, religion, social class are ever present in today's society. Using the class of created creatures, devise some different classifying or grouping arrangements. As groups of 2-4 members write a short story using discrimination or lack of it as the central conflict.

J. List 20 objects and/or groceries you have recently purchased and their prices. As groups of 2-5 share lists, then design a universal credit system, monetary, or barter system to buy similar objects at a future time.

K. Using a "T" diagram list some future society values (see G) as compared to a future non-conformists' beliefs. As a group of 2-4 write a short story of a non-conformist in some social setting.

L. Conscience in daily living and dealing with others may change in the future. Write a short story in which it is normal for some members to act without conscience.

M. Write a social sketch involving a future legal or illegal drug.

N. Design a sequence of computer skills and errors. As a group of 2-4 write a short story involving computer errors.

O. What will be crime in the future? Design future wheels of lawmakers, enforcers, judges, etc. of the future. As a group of 2-4, write a short story about a future criminal.

P. Medicine may involve your clone, organ bank, simulosynthesizer, android replacement, cryogenics, pills, sex changes, genetic catalog ordering, baby supplies, etc. Pick any medical theme and describe one hour in a future hospital.

Q. Change a normal animal or plant into its future relative, threatened by man's extension and struggling for survival. Write a short story with this conflict.

R. Future earth will soon run out of room and resources for man's population. Design a complicated future wheel of the possibilities on earth, colonizing, birth and intercourse, death, laws, etc.

S. List as many means of transportation as individual or group of people use today as specifically as possible, e.g., car-electric, gas, diesel, parachutes-

hang glider, drop type, boats-pedals, oars, poled, sailed, gas, diesel, atomic. As a group of 2-4 design a future wheel involving a new means or use of transportation, one or more characters using this, and some places or settings in which it is used. Write a short story using parts of your future wheel.

T. Discuss our present and future energy crisis and list some future power sources, real or imagined. Write a short story using one of these power sources as the conflict or danger element.

U. Space and interstellar travel presents peculiar problems. As a class propose many themes and types of space travel, constructing future wheels of their problems, energy sources, and setting. As a group of 2-4 write a short story using a problem as a major theme.

LESSON PLANS IN OBSERVATION

I

For Children in Elementary School

Objectives

1. To integrate observation and writing
2. To help pupils use all their senses in observing
3. To help pupils write an account of their observations

Step One

1. Have each child select a pebble from a varied assortment.
2. Allow time for each child to examine his or her pebble.
3. Allow time for each child to share and examine several other pebbles.

Step Two

1. Have children brainstorm observations about how pebbles vary in size, color, shape, and texture.
2. Write key words on the board.
3. Have children think of all the possible uses of rocks.

Step Three

1. Tell the children, "Merlin, the magician has just waved his magic wand over your rock and given it a personality."
2. Have the children write about their rock. Tell them to
   a) Name the rock
   b) Describe the rock
   c) Compare the rock to one other rock
   d) Tell where the rock will go
   e) Tell what the rock will do
   f) Tell what the rock can do that no other rock can do.

Step Four

Make a class booklet or bulletin board display of the results of the writing.

Related Lessons in Science

1. Where rocks come from
2. How rocks travel
3. Uses of rocks.

Other Possibilities

1. Poems about rocks
2. Drawings of rocks
3. Photographs of rocks.

II

For Grade 5 or 6

Objectives

1. To have students learn about one aspect of a foreign culture (foods)
2. To give students practice in discussing, planning, and organizing a project
3. To improve the students' powers of observation
4. To improve the students' abilty to follow report procedures

Step One

1. Have students mention all the ideas that come to mind when saying the word "Chinese."
2. Write the key words on the chalkboard and have the student write those words in their notebook.
3. Explain that a field trip to a Chinese restaurant will help to prove or disprove ideas mentioned. Explain that they will give a written report of their observations to the library. (Different classes could observe other foreign restaurants.)

Step Two

Explain the practical aspects of the field trip: cost, time, date, behavior, etc.

Step Three

Help students decide what committees need to be formed and who will be on each committee. For example:

Group 1	Notes of food
Group 2	Notes on table setting and utensils
Group 3	Notes on menu
Group 4	Notes on decor in restaurant
Group 5	Notes on costumes of waiters and waitresses, or patrons.

Step Four

Take care of the practical aspects: money and permission slip collection, transportation, and menu to be chosen, restaurant alerted.

Step Five

Visit an authentic Chinese restaurant for lunch.

Step Six

Have each separate group discuss its observations and prepare its report on their topic. Share ideas.

Step Seven

Have groups write their reports on ditto masters which will be shared and discussed with the class.

Step Eight

The reports are reviewed and proofread by the groups.

Step Nine

Have committee prepare their final drafts of their written reports.

Step Ten

Collate committee reports into a class booklet to be contributed to the school library.

III

For Grade 5 or 6

Objectives

1. To integrate observation and writing on the subject of health
2. To help children learn about pollution by observing, classifying, and recording information

Step One

Display pictures or slides showing different forms of pollution. Have children explain what is happening in the pictures.

Step Two

Lead the class to a definition of pollution (as the definition satisfies the class).

Step Three

Using the definition, have the class make a list of different kinds of pollution.

Step Four

1. Have the class develop an observation sheet to record information about pollution in an area.
2. Divide the class into groups to investigate specific areas (in their own neighborhoods) and identify pollution found there.

Step Five

Have class collate information that was gathered and chart it.

Step Six

Redivide class so that each group will investigate one category, for example, air, water, land or pollution by chemicals, human waste, etc.

Step Seven

Using the school library, ask students to find information which will help them learn a) the probable causes of the pollution they observed, b) the probable effects on the environment, on people, and on the economy, c) the ways individuals, groups, and government agencies are trying to combat pollution.

Step Eight

Each group summarizes the information found and reports it to the class.

Related Lessons

1. Have groups present the information to others by dramatization, photographs,or posters.
2. Have class group information or work out math problems connected with the information.

IV

For Grades 7-12
A Critique of an Episode of a Favorite TV Show

Objectives

1. To coordinate visual and auditory stimuli
2. To develop skill of note taking
3. To organize and summarize impressions in order to write cohesive criticism

Step One

Have each student choose a TV program that he or she will be able to watch without distractions. Ask the students to be prepared with pad and pencil to take notes during the presentation.

Step Two

Ask the students to watch the program, taking notes on important events, scenes, or points they may want to remember.

Step Three

After the program is over, the students are to jot down the best and worst features of the program and whatever other comments they may wish to write at the time.

Step Four

Have students write a rough draft of their critiques, supporting their points by using specific details from their notes.

Step Five

Have students, in pairs, read each other's critiques. Have each reader tell the writer the main point of the paper, the possible audience for the critique, and what more information would be helpful. They can also suggest revisions to each other.

Step Six

Have students revise the rough draft.

Step Seven

Ask students to watch the show a second time, if possible, to see what more they might like to add to their critiques.

Step Eight

Have students turn in finished copy for a booklet or display.

V

For Grades 7-12

Objectives

1. To observe details of persons and places
2. To use concete descriptive words
3. To understand positive and negative connotations of various words
4. To become aware of the way connotations of words can establish the tone or mood of a short story.

Step One

1. Form pairs of students.
2. Tell students to study their partners and, using adjective-noun phrases, list details for what they see in their partners as well as the overall impressions.

Step Two

Ask students to select a setting to observe: bus, cafeteria, study hall, corridor, parking lot, whatever. Ask them to list in adjective-noun phrases what they see.

Step Three

Have students select a time of day and situation, and in a sentence, place the character in the setting and situation.

Step Four

Ask students to write a paragraph or two that uses the character, setting, and situation as the introduction of a short story.

Related Lessons

The beginning observation procedures can be used in other subjects to show students the value of specific words in communicating clearly what they observe, for

example, in science, the need for concrete words in writing lab observations; in social studies, the need for specific words in describing foreign cultures.

VI

For Grades 10-12

Objectives:

1. To improve the observation skills of students
2. To analyze an observed event and describe the observations in writing
3. To understand that events in history are often difficult to interpret, as the descriptions of the events are based on bias, point of view, past experience, and a value system
4. To understand the need to be critical observers of historical events

Step One

The teacher plans a mock-conflict, involving another teacher and a member of the class.

Step Two

The other teacher breaks into the lesson after about five minutes and confronts the student, assusing him of stealing basketball sneakers the previous day.

Step Three

The mock conflict continues with the regular classroom teacher entering the scene and trying to end the conflict. The student is attempting to hit the accuser.

Step Four

The accusing teacher leaves and the classroom teacher tells the class to write down as nearly and exactly as possible everything that happened.

Step Five

The students meet in small groups and try to arrive at one comprehensive description of what happened.

Step Six

Each group reads its report to the class.

Step Seven

The teacher elicits categories from their observations and writes them on the board. As a group, the class makes generalizations and determines what was left out. The teacher tries to elicit values, point of view, bias, order of events, who said what, physical contact, fact vs. opinion.

Step Eight

Divide the class into two large groups. One group is to represent the patriots' point of view, the other the loyalists' point of view. Students are given conflicting written accounts and visuals of the Boston Massacre from the point of view they represent. Students apply the staged classroom experience to the vicarious historical event by setting guidelines of determining the ways to interpret historical events.

Follow up to Boston Massacre Activity

1. Students write a position paper
2. Two teams debate the conflicting loyalties
3. Students write mock Boston Massacre accounts as eyewitnesses.
4. Students read a current editorial and identify bias, point of view.

VII

Adaptable for Several Grade Levels

Objectives

1. To help students learn to observe more carefully
2. To help students learn to write precise descriptions
3. To help students improve listening skills

Step One

Give each student a different abstract design. Ask each to observe the design carefully and write a precise description of it.

Step Two

Collect the designs and descriptions. Choose any one of the papers and ask for a student volunteer to read it aloud to the rest of the class. The students then try to recreate the design either on paper or on the chalkboard.

Step Three

Hold up the original design and have the students compare their drawings to it. Discuss which parts of the description made it easy to recreate the design and which parts were not as beneficial. Would more careful listening have helped them? Have students suggest improvements for the descriptions and for listening habits.

Step Four

Repeat the above process, with possible variations, for example:

Read the description and then show the class various original designs. Ask the students to decide which of the designs was described.

Step Five

Conduct a class summary, discussion, or review of ways to write more precise descriptions, and to improve listening habits.

Related Lessons

1. Science: Observe an experiment and write out observations.
2. Home Economics or Industrial Arts: Observe and describe a demonstration.

VIII

Creative Thinking and Writing for Eleventh Grade

Objectives

1. To think of old words in new ways
2. To expand the meaning of abstract words
3. To expand these definitions into a writing assignment.

Step One

1. Have students listen to Simon and Garfunkle's Sounds of Silence several times.
2. Help them define Simon and Garfunkle's interpretations of the sounds made by silence.
3. Help them expand those definitions into other possible interpretations.

Step Two

List other abstract words on the board, for example, vagueness, shrillness, violence, beauty, electrified, vacuum.

Step Three

Discuss possible definitions and interpretations, oxymorons (not by that word).

Examples:

the sounds of silence
the roar of quiet
the ovation of disbelief
the frailty of beauty
the vacuum's fullness

Step Four

Pass out index cards. Have the students choose their own abstract words. Have each list one word and its interpretation on the index card. Have students exchange cards for another student's comments and suggestions.

Step Five

Each student's index card is returned to him and is used as the basis for a writing assignment, which could be in essay, poetic, pictoral, or dramatic form.

Alternative Activities in Other Subject Areas

1. Use terms from social studies content area as the basis of the exercise.
2. Show how characters in movies or television use the interpretation of abstract words effectively.
3. In any subject area, make a collage of appropriate related material. Identify each with at least one sentence.

BON MOTS AND OTHER GOOD WORDS

Premise: Why is any famous saying famous? Was the fame because of the person who said it or because of what was said? What were the circumstances that made each saying unforgettable?

Assignment: Assign students the task of finding a person and a quotation relevant to each discipline.

Comment: There are several treatments of the person and quotation to be considered. Some are whimsical, some straightforward. Some are informative and some evocative. Some are in riddle form. The diversity of treatment is neither good nor bad. Peruse and then pursue the technique of your choice.

History: "Alia jacta est." "The die is cast." Those words spoken by Juliaes Caesar have come to mean "the point of no return," "a position of total commitment."

Caesar spoke these words when he decided to cross the Rubicon River and return to Rome at the head of a strong army or hang like a dog in isolated and disgraceful exile. Caesar in fact declared war on his own country at this moment, since he violated national law.

Social Studies: Aesop, the ancient slave, held many things to be true because they were clever and because he said them. What political party of today would you say he would be comfortable in, judging by the following:

> "We should not envy rich people, for they often have much more care and trouble than the poor."

How about this one?

> "We should never pretend to be what we are not. We get nothing from such pretense except scorn."

How would the above affect a Thespian? (Thespis, 6th century B.C actor credited with founding Greek drama.)

Science (The telephone): What in the world did Alexander Graham Bell have in mind when he said, "Mr. Watson, come here. I want you."

Mathematics:

1. Archemedes was both keenly intelligent and also shrewd. How did he catch a cheating goldsmith who made a king's crown? What does "Eureka" have to do with anything besides vacuum cleaners?
2. When did the symbols +, -, x, ÷ come into use?
3. Who really invented "Arabic" numerals?
4. Why do we have zero? It isn't worth anything -- or is it? What's its function?
5. Problem: Multiply XXIX by VII. Romans only need apply.

Sociology: 1894 Store sign: "No dogs or Irish allowed." 1890 restaurant window: "Dishwasher wanted; no Irish need apply."

In the 1880's signs like these were prevalent in the "Hell's Kitchen" area of New York City, where James Cagney and several million other people were born. Why were these signs posted?

Physics: "Give me a fulcrum on which to rest and I will move the world." Who said this and what was he talking about?

English: "Padre, parler, volt, boycott and lynch." All these different words are bound together by a common thread that has several strands. Can you explain that?

Possible Approach

In the left column, list a famous quotation or a personality associated with a famous anecdote. Have the students look up the facts and put them in the left column. Did the person really say that which is attributed to him? What is the historical context?

Quotation	Explanation
Marie Antoinette: "Let them eat cake."	She really said, "Let them eat brioche." (rolls) The statement, widely quoted, helped bring about the French Revolution.

THE USE OF SYMBOLS

A Cross-disciplinary Investigation for Students

Driver Education

1. Translate international traffic symbols into words.
2. Create new traffic signs and shapes.
3. Explain the importance of maps and directions.
4. Write directions for going through a maze.

Art

1. Observe and interpret the symbols in cartoons (color, names, visual, symbols).
2. Write paragraphs on symbolic connotations of various colors.
3. Write similes for colors.

Speech and Drama

1. Write paragraphs explaining body language and gestures.
2. Play charades.

English or Social Studies

1. Write a report on the development and use of the Morse Code.
2. Create a code and have someone break it.
3. Learn some of the signs used in sign language of the deaf and explain their significances and appropriateness.

English

Investigate literary characters that have become symbols, for example, Romeo-love, Simon Legree-meanness, Scrooge-miserliness.

Business

Write reports on the development and use of shorthand, stenoscript, trademarks, logos, copyrights.

Home Economics

Write recipes using symbols.

Music

Write explanations of musical symbols.

Physical Education

1. Write explanations of gestures used by umpires and referees in various sports.
2. Create a symbol for a sports team.

Science

Create formulas and equations from the periodic table of elements.

Social Studies

1. Write a description of the flag of a country. Have another student draw the flag from the description.
2. Create a flag or coat-of-arms for yourself, your family, your club or your school.

General

1. Make a list of objects associated with a profession and have someone else guess the profession.
2. Make a list of objects you would put in a box to symbolize yourself.

I

Social Studies and Language Arts - Grade 5

Objectives:

To provide opportunity to use friendly letter form, which informs and entertains.

To demonstrate knowledge of the sections of the United States.

Pre-Writing Activity:

Divide class into seven groups, one representing each section of the U.S., for example; Mid-Atlantic, North Central, etc. Ask each group to:

Choose a city and state within your section.

Research climate and weather in that area.

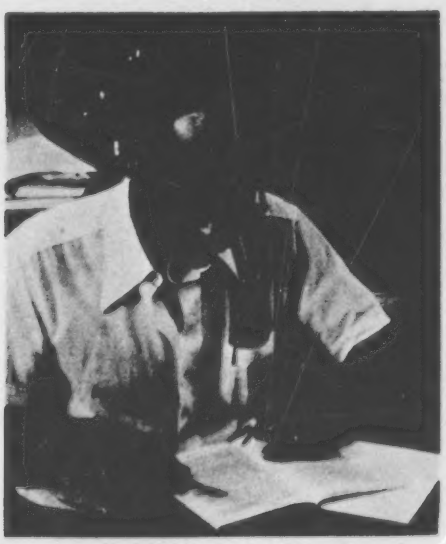
Research energy sources used in that area.

Writing Activity

Tell students to pretend that they have moved to a new home. Have each write a letter to a best friend in the old hometown. They are to tell about the forms of energy used in the new home and compare and contrast to their former homes.

Related Activity

Read some of the letters to the class without indicating where the writer lives. Have them try to identify region described.



II

Grades K-6

Show White and Seven Dwarfs

Objectives

1. To compare and contrast a fairy tale.
2. To describe and write a character sketch.
3. To introduce debating procedure.
4. To write a fairy tale.

Activities

1. Teacher tells the Snow White story.
2. Have students compare and contrast real and imaginary by giving examples from the story in class discussion.
3. Have students choose favorite dwarfs; draw and decorate a picture; describe the dwarf in writing.
4. Have a classroom debate about the justification of the witch's action and ask students to record findings.
5. Have students list three questions about "what you would ask the magic mirror?" Have them put the questions in the question box.
6. As a group construct a magic mirror. Ask a question a day to the mirror. The child who wrote the question records the answer in a journal.
7. Summarize together: characteristics of a fairy tales.
   a. Ask students to write their own fairy tales.
   b. Ask students to exchange their fairy tales, and write a new ending for the one each receives.
   c. Provide several pictures. Each child writes part of a fairy tale using sequencing skills.

III

Related Art and Writing Activity - Grades K-6

Objectives:

1. To recognize conversation and to record appropriately.
2. To sequence by writing directions and by creating story.
3. To develop communication and socialization skills.

Art Activity:

Help students make a puppet head from paper mache. Have them paint it colorfully. Have them add a body from cardboard tubes. They may use fabrics, scraps for individual decor.

Follow-up Writing Activities:

1. Ask children to list the sequence of the puppet-making procedure.
2. Ask them to describe individual puppet using as many adjectives as possible.
   a. The children switch papers - play identification games.
   b. With children, do a follow-up slotting activity leaving out adjectives, etc.
3. Have them break into groups of two; puppets practice talking together. Record dialogue.
4. Tell them, in groups (about six), to brainstorm ideas for a play using puppets. Decide on topic.
5. Have groups, using puppets as characters, ad-lib the play.
   a. Each group presents a play to the class.
   b. Have them write down the play as a group together.
6. If the children wish to, they may perform their play for another class.

Content area applications:

Social studies - historical people, etc.

Science - classes of animals, etc.

IV

Grades 3-5

Language Arts

Senior Citizens: How leisure time is spent in neighborhood.

Objectives

1. To learn skill of interviewing people
2. To learn to record and classify data from interview
3. To learn how to organize and write paragraphs by making inferences
4. To describe in writing

Activities

1. "Brainstorm" as a class, the subject of senior citizens. (Be sure to define senior citizen.)
2. Help children prepare interview survey - questions to ask senior citizens.
3. Help children role play the interview situation in pairs. Interviewer records data. Help them summarize and discuss procedures as a group.
4. Have children conduct at least one interview of a senior citizen in neighborhood ara.
5. Ask them to write a short paragraph about individual findings.
6. Have them report findings to class. As a group, classify findings in leisure time categories on board or chart.
7. Have children summarize the different kinds of leisure-time activities in report form.

Follow-up

1. Children write a letter of invitation to senior citizen group in community to speak to a class.
2. Arrange a visit to nursing home or senior citizen group to talk to senior citizens
   a. Establish a pen-pal
   b. Plan future visits to home
   c. Seek volunteers to come to class
   d. Have the children write about reactions and experiences at nursing home
3. Set up an instructional program for senior citizen to teach craft, hobby, talent, etc. Possible writing outcomes are:
   a. Writing directions for making craft
   b. Writing a description of a finished product
   c. Writing thank you letters.
4. Ask children to choose a specific senior citizen.
   a. Describe the senior citizen in detail in writing
   b. Draw a picture of the senior citizen
   c. Role play the senior citizen according to task cards.
5. Locate books, stories, etc. in library. Arrange for children to choose one to read.

6. Discuss newspaper articles. Have each child write a mock newsaper article about his or her senior citizen.

V

5th Grade Science and Language Activity

Writing Objectives:

1. To demonstrate the ability to take notes, utilizing printed material and oral interviews.
2. To utilize notes in preparing reports.

Writing Activities

1. Have students write letters to oil, gas, utility companies and Department of Energy Conservation for additional information.
2. Ask students to interview local officials and business men concerning what is being done in the energy area and write a report to present to the class.
3. Ask them to create a class newspaper on energy - including sources, conservation, supply and demand and alternate sources. Paper can include editorials, letters to the editor, questions and answers, cartoons, puzzles, riddles, news articles, etc.
4. Tell students, "one energy source is removed from your daily life. Write a story telling what your life is like."
5. Ask students to describe energy sources in their homes. Explain how they are utilized.
6. Have a poster contest on conserving energy. Write slogans and illustrate.

Related Activities

Math

1. Have students find out from utility company how much energy different appliances use.
2. Using sample utility bills, have students do computations.
3. Ask them to make a chart showing peak months of energy usage.

Math and Social Studies

1. Have students illustrate consumption by different countries, using graphs. Have them choose one energy source (oil, coal, electric, gas, nuclear).
2. Have them graph energy resources and compare hemispheres, continents or countries.

Social Studies

1. Have students locate where natural energy resources are found on a world map.
2. Ask them to pretend that each is a child in a foreign country. They are to write to a pen-pal in the United States, describing what forms of energy are used in the imaginary home.
3. Have students make a bulletin board display of coal, natural gas and crude oil and by-products gotten from each.
3. Have them make a time line showing which forms of energy have been used over the years.

Economics and Math

1. With students, brainstorm for a definition of inflation. Agree on a working definition.
   a. Have them write a list of questions to ask their parents concerning energy and inflation.
   b. Have them interview parents and report to class.

Science

1. Ask students to find out how coal, oil and gas were formed.
2. Ask students to find out how electricity is produced.
3. Ask them to find out how the internal combustion engine works.
4. Hold a debate on pro and con issues concerning use of nuclear energy.
5. Ask them to find out which energy sources exist in nature and which are man made.
6. Have them investigate pollution caused by obtaining and use of natural energy resources.
7. Arrange a visit to a local power plant and have students write reports of the field trip.

VI

Intermediate Grades

Objectives

1. To integrate reading and writing with social studies and science
2. To help children learn to follow directions given orally or in writing
3. To help children observe and record observations

Step One:

Hold a class discussion which would involve brainstorming concerning eruptions at Mount St. Helens. One child records at blackboard and one at seat.

Step Two:

Assign each child a research task involving causes of volcanoes and effects on environment. Teacher should prepare guide sheet to include finding a picture in current magazines and newspapers.

Step Three:

Have a class discussion and sharing of findings of informational reading

Step Four:

Ask children to make a volcano out of plaster of paris, rocks, small tin cans. Give directions. Each group of four to be responsible for materials, design, etc.

Step Five:

Give time for actual construction of volcano in classroom.

Step Six:

Demonstrate eruption, using sodium dichromate as the lava. Those in each group record observations to be shared with entire class.

Step Seven:

Have children write a complete report sequencing previous activity or write report on volcanoes.

Step Eight: Related Activities

1. Write a creative story - theme to be that of volcano eruption.
2. Use of creative drama. What would I do if (forced to move)
3. Poetry of emotions
4. Effects of volcanoes on wildlife
5. Steps involved in rebuilding area.

VII

Fifth Grade

Objectives:

To integrate writing, speaking and observation with social studies.
To learn to write directions

Step One

Have the class discuss how they think knives (or any other product) are made. Make a composite report for the whole class or small groups.

Step Two

Take the class to the Smith's Cutlery in Rhinebeck (a place product is made) to observe the manufacture of knives.

Step Three

Have children, as a class or in small groups

1. List the steps and the tools used.
2. Order the steps.
3. Explain how many workers are involved and what each does.

Step Four

Have the children discuss

1. Who the most important worker is
2. Whether the process could be improved.

Step Five

The following activities may be done by individuals or groups:

1. Write stories of what happens to knives after they leave the factory.
2. Write a story based on the following:
   If you were on a deserted island and the only thing you had was a knife, how many ways could you use it to help you survive?
3. Write about the history of the knife.
4. Write about famous knives.
5. Discuss the safety and handling of knives.
6. Write about personal experiences with a knife.
7. What one thing would you tell a younger child about knives?
8. Create a manual for making a knife.
9. Design a new knife.
10. Follow directions to make a knife.
11. Write a set of directions for making a knife.

Step Six: Related lessons in science

1. What metals are used in knives?

2. How is wood selected for the handle?
3. How are knives used by scientists?

Related Uses in Social Studies

1. Vocational uses
2. Indians and knives (barter, change in social structure)
3. Knives and other cutting tools

VIII

Intermediate Science

Objectives:

1. To integrate reading and writing in the science area.
2. To observe and keep a record of various birds in the local area.
3. To help children to give clear, accurate descriptions, both orally and in writing.

Step One

Show slides of birds. See how many they can identify, and ask them to watch for others in this area.

Step Two

1. Use textbooks to study general structure, habits, nesting habits, eggs.
2. Have the children keep a notebook of important facts learned each day. Draw illustrations or include pictures.

Step Three

1. Have children listen to a record of bird calls.
2. Have them describe in writing the different pitches, patterns and calls that are heard.

Step Four

1. Brainstorm with children, "How many birds can you name in three minutes?"
2. Have the children each choose a favorite bird from this list, describe it, and tell why each chose this bird.
3. Have children keep a diary of birds that they see in one week's time in their area. How many can they check off from the list in question 1?

Step Five

1. Have the class go the the library, select a story about a bird on the list (fiction or non-fiction), read it, and share an oral report with the class.
2. Suggest that the children form a bird-watcher's club with other interested students.
3. Take a field trip to Sharon Audubon Center. Keep notes of birds seen.
4. Poetry - start with haikus. Those interested could develop it further.
5. Ask children to find pictures (or draw them of birds on list. Write a sentence describing each picture.
6. Have children create notepaper using birds as decorations.
7. Possible crafts: jewel cases, pendants, pins depicting various birds studied.
8. Have each child select a bird to read about and make a thorough report with cover.
9. Have children make charts showing different types of bird parts, bills, claws, etc., and label them.

10. Ask them to make up a skit or assembly program using birds as its theme.
11. Ask them to create an original bird call and describe it.
12. Invite an author (authority on birds) to speak. Interview the speaker.
13. Tape record bird calls and have students identify them by answering in complete sentences.
14. Ask them to find out how insecticides affect birds.
15. Ask them to write a composition as a terminating activity on "What do birds add to our everyday lives?"

OR

"If you could be any bird you could choose, what would you be and why?"

IX

6th Grade

Objectives

1. To integrate reading and writing with social studies, specifically: current events.
2. To help children learn public speaking.
3. To help children learn component parts of newspaper.
4. To learn different careers in journalism.

Activities

1. Have children make a diary entry; report a news event; their observations, reactions. Each is a reporter. (School news)
2. Have each cut out a news article and summarize it orally to class.
3. Ask each to make up an original headline for his or her article.
4. Ask each to watch TV news or listen to radio and write a newspaper story. Tell them to try to answer questions, who, what, when, where, how.
5. Ask each to choose a current event in which there seems to be controversy involved. Take a stand and write an editorial.
6. Ask each to choose the job he or she would most like on a local newspaper staff and describe the job and its responsibilities.

Last Step

Class newspaper, including national, local, area news stories. Title for paper, advertising, editorials, sports column, advice column, cartoons, horoscopes, etc.

X

Observation of a Puddle
Jr. High Science

Objectives

1. Develop observational skills
2. Develop ability to transfer observations into written form.
3. Apply scientific skills to the analysis of the observations (metric, microscopic)

Procedure

1. Divide students in groups of two
2. Assign them the responsibility of finding a puddle and recording as many observations as possible, i.e., dimensions, color, odor, etc.
3. Ask them to take a sample of puddle water in a jar to bring back to the classroom for microscopic analysis.
4. Have them prepare several (at least three) wet mount slides of the puddle water. Examine the slides and draw and describe any organisms found (minimum of 5, extra credit for any more.)
5. Prepare a written report. Include the following, to be graded on content and standard English.
   a. Title
   b. Purpose
   c. Observations and results separated into physical and biological
   d. Conclusions
6. Follow-up activity:
   a. Write all observations on board for class discussion and comparison
   b. Discussion of applications of activity to other potential activities
   c. Discussion of why observations and data collection are important for scientists.

XI

Industrial Arts Woodworking, Jr. High

Industrial Arts Objective:

To help each student realize that before starting work on a project, each must carefully plan a step by step procedure, including sketches of various parts of the project and list materials needed.

Writing Objectives:

1. Organize construction and procedure in chronological order for building a bookcase.
2. Build a bookcase from the written directions.

Industrial Arts Activity:

Plan and build a bookcase.

Writing Activities:

1. Tell students to write a plan to organize the construction of a bookcase, including the following:
   a. Type of bookcase and dimensions
   b. A drawing of bookcase to scale
   c. A list of materials and tools needed (cost, size and amount, time)
   d. A list of specific safety precautions
   e. A description (to be proofread) of the step by step construction.
2. Have each write a newspaper, radio or TV advertisement in which each will try to sell his or her bookcase.
3. Ask each to make a written self-evaluation of his or her plans and the finished product.
4. Ask each to write out the skills used in making the bookcase that can be used in other projects, either at home or in school.
5. Ask each to summarize the plans and procedures for building the bookcase on a 5" x 8" card to be put in the I.A. file.

XII

Jr. High Science - Writing

Science Objective

1. To have students understand that the boiling point of most liquids is constant, i.e., that the boiling point is a characteristic property.
2. To have students understand the importance of gathering and recording data.

Writing Objectives:

1. To be able to write an accurate lab report
2. To be able to construct a graph showing the temperature of the water as a function of time.

Science Activity

Have students set up apparatus to record the temperature of water every minute while water is heated to boiling point. Continue recording temperature for a few minutes after boiling point has been reached.

Writing Activity

1. Have students write a lab report describing the experiment, giving specific details regarding equipment and procedure.
2. Have students construct a graph to accompany the lab report. The graph should be accurate and should show the increase of temperature of water as it is heated from room temperature to boiling as a function of time.
3. Have students repeat the experiment with two other liquids (different concentration of salt solutions). Have them write a lab report combining data from all lab activities. Tell them to include conclusions about the boiling point of liquids.
4. Have them write a report suggesting several practical applications of the principle of the constancy of boiling points of liquid.
   Ex., Salt, used in water to cook vegetales, cooks the vegetable faster because the water is actually hotter while boiling.

XIII

Junior High Activities for Social Studies Writing

Objectives

1. To draw inferences from visual clues
2. To help students write paragraphs

I. Step One

Using two pictorial representations of an historical event (such as the Boston Massacre) which show different or opposite points of view, have students break into two groups.

1. The first group determines (draws inferences) from visual clues the Colonial point of view and writes a description.
2. The second group draws inferences to determine British point of view and writes a description. Have students report their findings and then write an accurate factual account of the event after researching in other sources.

Related Science Activity

Using hypotheses and problem solving methods, attempt to verify point of view.

II. Step Two

From a Map of a city location and the surrounding area:

1. Social Studies - determine what factors were significant in the city's location.
2. Science - What are the ecological effects of the city's location today?
3. Math - Scale of miles - Area.
4. Language Arts - Write a paragraph describing life in this city.
5. Language Arts - Make a maze of the city. Have students write description of how to get through the maze. Give to another student to follow.
6. Social Studies - Compare physical problems of early development of city with today's problems (boat across a river vs. bridge).

III. Political Cartoons

1. Social Studies - Identify point of view of the cartoonist and research background information as to reason for cartoon.
2. Language Arts - Cut off caption and titles and have students make up their own.
3. Social Studies - Using cartoons with differing points of view on same subject, identify differences. What in the cartoon gives visual clues to establish this point of view?
4. Science - Use cartoons to depict environmental or pollution situations.
5. Art - Create own political cartoons.
6. Home Economics - Suggest meals or dishes that would fit political figures.
7. Language Arts - Write biographies of figures on the cover.

IV. News Photo -

A. Write story from the photo and then compare to actual story.
B. Use parts of a photo - reveal gradually.
C. Use parts of a photo, giving one to each person. They cooperate to fit pieces together and write story.
D. Give picture of impending disaster. Write result, why, how determined.
E. Have students develop a pictorial essay on a political theme. (Industrialization, city decline pollution, urban blight.) Then have another student write the actual essay.

V. Travel Brochures

A. Social Studies - Have students examine brochure and write an essay describing country and culture.
B. Language Arts - Write a composition telling why or why you would not like to visit the place described.
C. Social Studies - Make travel brochure for an area, choosing significant features and activities to picture and feature.
D. Social Studies History - Make a travel brochure for a different period of time.
E. Math - Using brochure, calculate currency exchange, mileage, trip cost.

VI. Given a photo of a room or several rooms of a given historical period:

A. Social Studies - Identify period and significant events of the period. What evidence pins this room to this period?
B. Home Economics - Write description of decor and style and identify the decorating period.
C. Science - What would be best environmental protection for the house?

VII. Survival Auction

The teacher will have photographs of several items needed for survival in a time period, (e.g., Colonial). Break the students into groups. Give each group an identical amount of money. The students must purchase articles by auction. Students must first examine the articles for sale, then discuss what articles they wish to acquire, (e.g., houses, plows, grain, hoe, wood, rakes, guns, knives). Each group will send a representative to the auction. The groups will then barter. After acquiring the items, the group will write how they intended to survive by use of these items.

XIV

Social Studies - African Geography

Objectives

1. To integrate geography skills and observation with writing skills
2. To understand how geography has made travel and exploration difficult in Africa
3. To make students aware of what Africa looks like.

Step One Preparation (after breaking into groups)

a. Show and discuss a series of slides from various areas of Africa.
b. Make library material available to groups.
c. Procure materials on Africa from travel agent.

Step Two

1. Pick one of four geographic regions of Africa to concentrate on.
2. Each group must produce a journal of a trip on foot from one point to another in their region, including.
   a. A map or maps of the trip (topography, climate, political, etc.)
   b. An itinerary of the trip
   c. A detailed description of what was seen and experienced.
   d. Special note made of difficulties encountered.

Step Three

Reports will be shared orally with entire class, with groups encouraged to produce visual aids: artifacts, posters, photos, own slides, food, etc.

XV

Social Studies - Eighth Grade

Objectives

1. To integrate social studies and writing skills
2. To help students have intergroup experiences
3. To help students draw inferences based on information.

Assignment: Read Chapter on Reconstruction Phase

Step One

1. Display carpet bag. Have one student write on board suggestions from the class of things which might be carried in the bag by a carpet bagger.
2. Correct the list and discuss why or why not they would be there.
3. Display old items in the bag, for example, top hat, straight razor, old newspaper, old Bible, etc.

Step Two Divide the class into five groups. Give each group a writing task.

1. Describe the characteristics of the carpetbagger who carries this bag.
2. Write a newspaper story that he reads in the newspaper that morning.
3. Describe the people he has dinner with that night.
4. Describe why he is making this trip.
5. Describe someone who opposed him and argued with him that afternoon.

Step Three

Have each group read the writings aloud.

Step Four

Return to groups to add anything or correct and produce a final copy.

Step Five

Combine all writings into a one page article for the school newspaper.

Possible related assignments

1. Debate reconstruction plans
2. Role play impeachment of President Johnson.

XVI

Junior High School

Objective

1. To develop an interdisciplinary approach to community study
2. To have students identify topics necessary to the study of a community
3. To have students develop techniques necessary for investigating identified topics
4. To have students organize and write a written report of their investigations.

Step One

After general background reading or film, have general class discussion of criteria for the establishment of their own community. The discussion should result in an organized list of factors for community establishment.

Step Two

With teacher guidance, have students discuss techniques for investigating community establishment factors.

Step Three

Have students decide which factors and techniques they would like to study. Organize groups based on selection.

Step Four

Have groups develop internal organization while teacher meets with individual groups to develop plans and techniques.

Step Five

Have groups do research: interviews, library research, surveys, photos.

Step Six

Have each group organize and prepare a written report of the investigation.

Step Seven

Have chairperson present an oral report to entire class.

Step Eight

Arrange for representatives of local government to attend final reporting assembly. Students will present oral reports from each group and the class will present a final written report on their investigation of the community.

XVII
Science

Objectives

1. To learn how to determine density of an object
2. To recognize that the density of same substance is always the same, regardless of the size of the object
3. To learn how to write a concise and accurate lab report.

Step One

Pre-lab discussion. Teach students how to compute the density of an object. Students should take notes for next day's lab.

Step Two Experiment (Day 2)

Equipment needed: Scale and weights, graduated cylinder, water, several pieces of marble, different sizes. Students record mass and volume of each of six pieces of marble.

Step Three Compute Density

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

Step Four Lab Report

1. Tell students to discuss what they did in the lab
2. Tell them to use recorded data, and show computation of the densities.
3. Conclusion How does the size of the piece of marble affect its density?

Step Five (Day #) Post-Lab Discussion

Each student reports his six densities to class. The teacher writes all densities on board in the form of a cluster diagram.
N.B. (All densities should be the same)

XVIII

Lesson Plan for Building Administrator

Objectives

1. To evaluate the impact of field trips upon communicative skills Grades K-6
2. To determine the incorporation of observation skills within the context of student writing Grades K-6
3. To focus upon the role of student, teacher and administrator in the writing process
4. To determine the students' awareness of the importance and value of keen observation skills.

Step One

Inform the faculty of the focus on observation skills and how they relate to the K-6 curriculum. Brainstorm the concept and identify the observation skills and their relationship to field trips.

Step Two

Determine specific teacher needs based upon outcome.

Provide on-going support to meet these needs via: Inservice workships, released time, previewing new materials (appropriate), films, role-playing, mime, resource people (State Dept., University, District Staff).

Step Three

Solicit volunteer teachers who are planning field trips in the near future who would serve as models for discussion purposes; their classroom observations will be scheduled for all classes following their field trips.

Step Four

Administrator and teacher will arrange pre-observation conferences to discuss spin-off of observation skills utilized during field trip.

Step Five

Administrator will observe students utilizing the pre-conference objectives of step four.

Step Six

Administrator and teacher will conduct a post conference to determine if additional follow-up activities are indicted. They will also note where the same observation skills can apply in other disciplines.

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